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ABSTRACT

Emphasizing the role of the school and the State Education Department in addressing students' needs, this handbook provides administrators planning secondary school programs with an outline of the New York State curriculum. An introduction describes general characteristics of secondary students and addresses the schools' responsibility to respond to students' needs with appropriate staff, resources, and programming. The Education Department's task in organizing a general program and the school-state relationship in curriculum development are examined, and state curriculum requirements and procedures for approval of local courses for state credit are reviewed. A chapter on general education constants and electives describes courses of study in terms of purpose, recommendations, and requirements. Sequences in the practical arts and occupational education are briefly described pending more complete formulation, and other curricular emphases and adaptations are discussed. References to materials for curriculum implementation are appended. (MJL)

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THE SECONDARY SCHOOL CURRICULUM

A Handbook for Administrators

EA 016 076

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12234
1983

THE SECONDARY SCHOOL CURRICULUM

A Handbook for Administrators

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12234
1983

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Foreword

This handbook is designed to assist school administrators, guidance counselors, and department chairpersons in the task of planning and developing the curriculum of the secondary schools. It provides a brief overview of the secondary curriculum in New York State; it is not intended to replace syllabuses or course outlines that describe the instructional areas in detail. It provides a basic frame of reference for school administrators and discusses school-State relations in curriculum development, a topic which is treated in considerable detail in another publication, *Curriculum Development: A Handbook for School Districts.*

This publication explains how the Department plans programs which will provide learners of all ages with the foundation skills of communication and computation; programs which enhance physical health and development; programs which will stimulate creativity through the arts; and programs which will instill the rudiments of civic responsibility. The descriptions of the major components of the curriculum provided have evolved through the cooperative efforts of Department professional staff representing both specialized instructional areas and general education. The challenge now is to achieve excellence in these educational programs through thoughtful identification and careful allocation of the resources available. The unique needs related to poverty, to those with handicapping conditions, and to those with limited English language ability require more effective strategies to assure that all have equal opportunity to attain necessary competencies.

It is with these concerns in mind that the Department assigns priorities in the area of curriculum development and establishes requirements with regard to the programs offered by the schools. The degree of success which is attained in these directions depends upon our ability to understand secondary students and their needs and to adapt curricular tradition and experience to these characteristic needs.

The Department acknowledges the contributions of R. Allan Sholtes and Joseph Purcell, Guilderland Central Schools; John M. O'Connor, Niskayuna Central Schools, who prepared portions of the first draft of these materials; and the considerable efforts of Richard T. Olcott, South Orangetown Central Schools, and members of the New York State Association for Supervision and Curriculum Development Secondary Curriculum Overview Committee who reviewed drafts of this publication. In addition, the manuscript was reviewed by Richard Bamberger, Superintendent, Schodack Central Schools.

Department staff members representing each of the subject or program areas described herein prepared portions of the material and reviewed the final manuscript. The project was coordinated by Barry W. Jamason, associate, Bureau of Curriculum Development.

Contents

FOREWORD iii

INTRODUCTION 1
- Purpose of the Handbook 3
- Secondary School Students 3
- The Secondary School 4
- The Education Department 6
- Curriculum Development 7
- Approval of Local Courses for State Credit 12
- Secondary School Curriculum Requirements 15

CONSTANTS AND ELECTIVES, GENERAL EDUCATION 19
- Introduction 21
- English and Reading 22
- Social Studies 28
- Science 29
- Mathematics 36
- Foreign Languages 38
- Health and Drug Education 39
- Physical Education and Safety Education 42
- Music 49
- Performing Arts 51
- Visual Arts 52
- Humanities 56

SEQUENCES IN THE PRACTICAL ARTS AND OCCUPATIONAL EDUCATION 57

OTHER CURRICULAR EMPHASES AND ADAPTATIONS 59
- The Advanced Placement Program 61
- Bilingual Education 63
- Computers 65
- General Work Experience Programs 66
- Native American Education 69
- Pupil Support Services 71
- Resource Allocation Plan 77
- The School Library Media Center 78
- Strengthening the Curriculum...Infusion 82

APPENDIX 85
- ESC Organizational Chart 86
- Curriculum Publications 87
- How to Order ERIC Documents 98

Introduction

Purpose of the Handbook

This handbook is primarily for use by school administrators as they plan secondary school programs. The emphasis herein is upon the students and their needs, the local school as the instrument or institution suited to address these needs, and the State Education Department as the author of the broad guidelines which determine the school program.

This introductory section provides a general characterization of the secondary school youngster, a description of the local school responsibility, and the State's role in defining and developing the scope and sequence of the secondary program. The concluding section of the Introduction deals with the curriculum development process. *The material in this type face is taken directly from reports of the Regents Committee on Elementary, Secondary, and Continuing Education.* The other sections of this handbook provide descriptions of the instructional program which include purpose, recommendations and requirements, and references to materials necessary or valuable for implementing the program.

Secondary School Students

Students bring to school a wide range of physical, social, and emotional maturity levels as well as a broad spectrum of family backgrounds, socio-economic settings, and personal experiences. General characterizations of the adolescent emphasize a heightened awareness of self, body, ideals, and relationships with others, and an apparent craving for independence which often masks a longing for security. These are all new and important concerns of individuals in transition who seek to match new problems and challenges with fresh solutions.

These adolescents are proceeding through a developmental stage in which there is a wide range of ages at which maturation is reached. Puberty may be reached before the youngster arrives at junior high school, especially in the case of girls who usually reach it between the ages of 10 and 14.

Boys can be expected to reach puberty between the ages of 12 and 16.

Rapidly changing external and internal signs of pubescence may cause unpredictable emotional reactions combining:

- Interest and rejection
- Pride and embarrassment
- Curiosity and shame
- Power and helplessness

Also, the social success of early-maturing girls and the athletic success of early-maturing boys can create anxieties, in terms of self-image, among their peers who mature later.

Growth spurts on the part of both girls and boys are customary during adolescence. Girls develop mature body lines; boys grow in height. In addition to necessitating adjustments to the physical changes, these growth spurts raise doubts in the minds of adolescents.

"Is this new body better than the old one?"
"Is it worth the trouble?"
"I wonder how I really look."

The awkwardness which frequently accompanies rapid physical changes may result in exhibitionism or withdrawal. The need to release energy may result in sudden and apparently meaningless outbursts of activity which are not always regarded as socially acceptable by peer or authority groups.

Although social maturity lags behind mental and physical maturity during adolescence, social development is crucial in the formation of a self-concept. An adolescent's peer group is another vital contributor to the notion of self, since during adolescence children gradually move from family orientation to peer orientation, thereby aiding the shift from family dependence to independence and the development of broader social contacts and responsibilities.

The Secondary School

Because adolescence is a time characterized by unresolved interests and ideals, by marked physical and mental growth, it presents a unique challenge and a special opportunity to secondary schools and their staffs. By providing situations which encourage the search for means and meanings, the school program can assist students as they develop a positive self-concept, learn to make decisions, and acquire some of the skills which will help ensure a productive, contributing adulthood.

In order to approach this ideal setting in which most of the needs of most of the students are being met, it is necessary that the school reflect certain characteristics of organization and programming:

- A varied counseling staff which includes psychologists and social workers as well as counselors

- An ongoing process of evaluating the school's goals and programs by staff, community representatives, and students

in relation to the needs of the latter

- A flexible schedule which can be adapted to the needs of the student body

- Sufficient funds to provide a quality education for each student

- A diversified program presented by a well-trained staff which frequently is offered opportunities for inservice education and professional enrichment

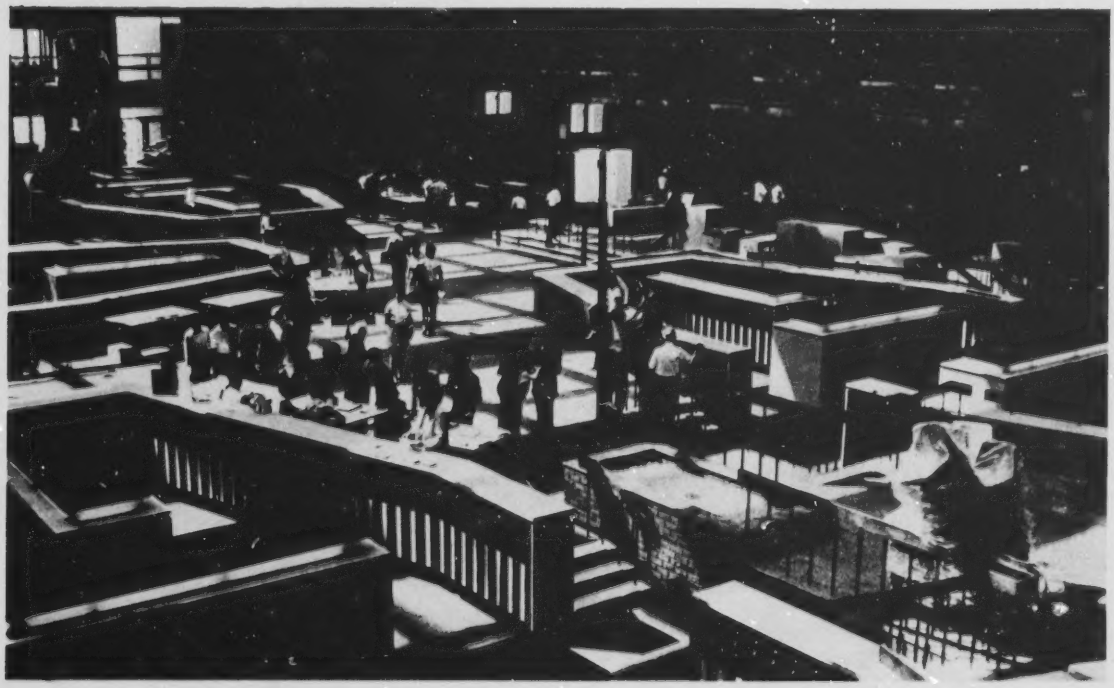
  - Supported by a wide variety of alternative programs which allow greater attention to individual needs and goals

  - Reflective of the great variety of talent and opportunity that the community can provide as program enhancement

In addition, factors quite often present in the more effective secondary schools are the following:

- High expectations for student achievement
- Strong instructional leadership
- Participatory decisionmaking

Probably the paramount task of the school is remembering that its clients are individuals who are experiencing extensive and rapid change as they grow physically and mentally. The school should be helping youngsters understand these "new problems and challenges" and help them develop the "fresh solutions" required. The school program must be a thoughtfully wrought combination of what the school perceives the students need and what the youngsters themselves think they need.



The Education Department

For its part, the Department has the responsibility to organize a general program of studies that, when implemented, meets the needs of students in the great variety of schools within New York State. The local school has the responsibility to meet all of the mandates defined within this program of studies, as well as to adapt and supplement the State program in order to satisfy the unique needs of the students within individual schools. The Department considers the following three basic sources when determining the content of constants and elective courses within each of the subject areas:

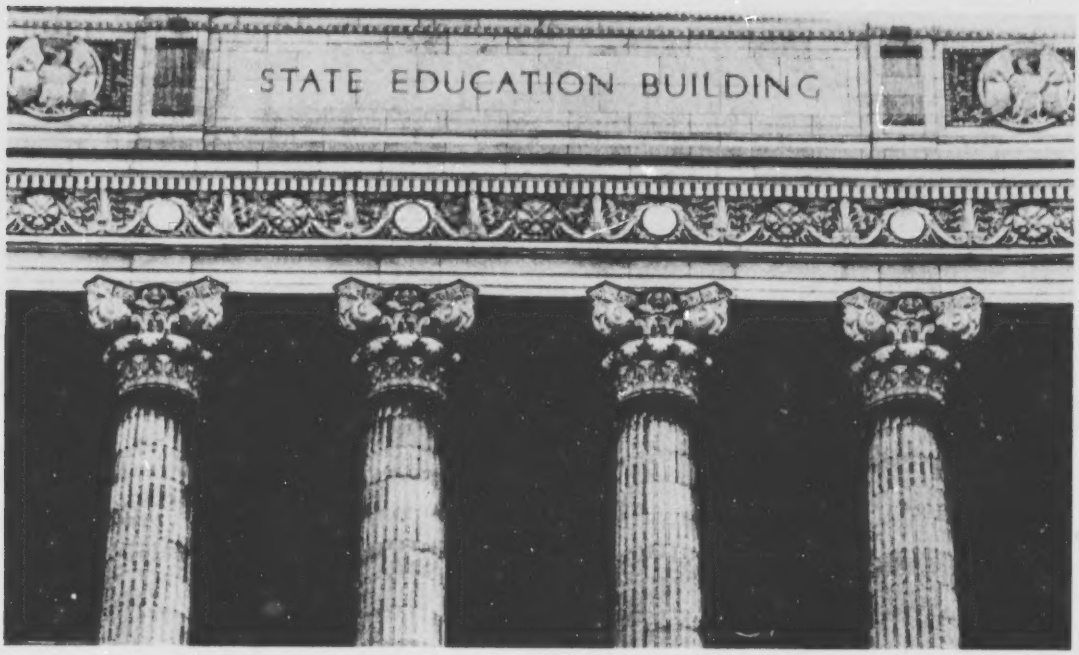
- Societal needs and those skills identified as necessary to function within society
- The characteristics and learning styles of secondary school students
- Current "state of the art" in each subject area

Societal Needs: The Department gathers information concerning societal needs and interests in a variety of ways. Members of the Board of Regents interact with their constituents and seek information related to curriculum needs. Curriculum and general education (subject area) representatives interact with teachers and school administrators. A wide variety of data is systematically collected from all school systems. Officials of the State Education Department work in conjunction with other departments within the State government and the New York State Legislature. These, as well as Federal government agencies, are rich sources of information relative to changing needs in society. Public hearings are held relative to many potential curriculum changes. The information collected from these various sources of needs assessment data serves as a basis for curriculum publications and programs of study. For example, the call for increased emphasis on competency in reading and writing skills has resulted in testing programs in these areas as well as curriculum materials linking skill development to content areas.

Student Characteristics: Student needs, interests, and concerns represent a second source of information which helps determine curriculum content. As the Department learns more about the characteristics (some of these features are described in general terms beginning on page 3) and learning styles, instruction can become more effective. We know that people learn in a variety of different ways using an assortment of materials. Therefore, the Department attempts to publish curriculum materials with teaching strategies and student activities that reflect different learning styles.

Knowledge of the Subject: The various subject area specialists provide a third source for curriculum development. Using both current research in the subject area disciplines and needs assessment information from teachers and administrators, specialists identify those curriculum areas in which the Department can provide useful teaching guides and syllabuses. For example, research findings in developmental psychology suggest ways to present and

teach about moral values in the classroom. Systems analysis and research in instructional systems offer new teaching strategies and learning activities in all subject areas. As subject area specialists gain new information about their disciplines, these new findings become part of the curriculum revision process.



Curriculum Development[1]

Curriculum development constitutes the bridge between State policy and classroom instruction. Beginning with goals and priorities of the Board of Regents and the Commissioner, Department staff members, advisory groups, and curriculum writers develop publications and arrange inservice training programs to enable schools to meet these goals and priorities.

The Legal Mandates for New York State Curriculum Development are:

Education Law specifies the general course of study for grades 1-12 in the State's schools [EL 3204 Sec. 3], and Regulations of the Commissioner specify that the required high school courses, or "constants" , will be offered in accordance with State syllabuses. [CR 100.1] The State Education Department develops State syllabuses and has the power to alter the subjects taught. [EL 3204 Sec. 3 Sub. Sec. 3e][2]

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[1] *Curriculum Development: A Handbook for School Districts*, a publication which is devoted entirely to local curriculum development, is available from the Department's Bureau of Curriculum Development.

[2] References in brackets are to: Education Law [EL] and Commissioner's Regulations [CR].

To fulfill its responsibility for ensuring that the State's students receive the instruction specified in Law and Regulation, the Department prepares syllabuses. The syllabuses describe the fundamental concepts of a subject and the goals of a course and suggest teaching techniques for achieving these goals in the constants[3] and in other elementary and secondary school subjects, such as those for which Regents examinations are given. The Department develops detailed curriculum materials — such as teachers' manuals, course outlines, and handbooks of instructional activities — which supplement the State syllabuses. School districts develop both syllabuses for courses for which no State syllabuses exist (generally, elementary school courses and elective secondary school courses) and other, more detailed curriculum materials for any course for which the Department has not developed such detailed materials [EL 1709 Sec. 4].

The Department also allows a few districts to develop experimental syllabuses for courses in which State syllabuses exist [CR 100.2]; the use of these syllabuses is carefully monitored and evaluated both to ensure high quality of instruction and to gain information for subsequent development of State syllabuses. The Department thus coordinates various curricular activities, maintaining Statewide standards while encouraging local initiative within those standards.

Currently, State syllabuses exist in mathematics, social studies, science, foreign languages, art, physical education, English, music, and vocational subjects. The Department has approved locally developed syllabuses in marine biology, geometry, and foreign languages, among other subjects.

Definition of Terms

The Department has classified curriculum materials into three major categories: syllabuses, course outlines, and supplementary materials.

- *Syllabuses.* Commissioner's Regulations require that the State produce syllabuses for subjects in the schools' course of study. The syllabus includes the philosophy, goals, objectives, fundamental concepts, understandings, and suggested teaching strategies.

- *Course Outlines.* Course outlines are sometimes described as teachers' manuals or guides to an area of study. These publications complement a Department syllabus and may include teaching strategies, lessons, activities for students and references for teacher and student.

- *Supplementary Materials.* Supplementary materials are handbooks of instructional activities which define objectives of the prescribed syllabuses. They contain resource materials, sample problems, directions

[3]English, 4 units; social studies, including a year of American history, 3 units; mathematics, 1 unit; science, 1 unit; health, 1/2 unit; and physical education

for constructing materials for teacher and student use, bibliographies, film lists, and other information that teachers request for assistance in classroom instruction.

The Process of Syllabus Development:

The Decision to Develop or Revise the Syllabus. *The Department may decide to develop or revise a syllabus from any of the following sources:*

The staffs of the Units in the Department which are responsible for general curriculum development are aware not only of their responsibilities for ensuring that schools provide high quality educational programs in accordance with Law and Regulation, but also of developments in their fields, of the way schools are actually teaching these subjects, and of schools' need for help in teaching the various subjects. The Regents Committee for Elementary, Secondary and Continuing Education decides to revise a current syllabus or other curriculum documents or to develop a new syllabus when members of these staffs and their superiors show that such a revision or development is necessary because of one of the following:

- *Law and Regulations. The development of syllabuses for "constants" is a response to Law and Regulations.*
- *A Directive from the Commissioner. The recent revisions in the mathematics and English syllabuses are a result of directives from the Commissioner to provide support for the Competency Testing Program.*
- *Requests from Schools. Teachers and school administrators asked the Department to develop science syllabuses suitable for students entering electronics programs or nursing schools. The Department developed technical syllabuses to meet these requests.*
- *National Priorities. The federal government provided funds for energy education.*
- *Out-of-date Syllabuses. Every syllabus must be periodically revised as scholars and educators develop new concepts, data, and teaching techniques.*

The Revising or Developing of the Syllabus. *Once the Deputy Commissioner decides to develop or revise a syllabus, the Department staff plans the development or revision project through the following procedures under the supervision of the directors of the divisions for curriculum services and general education (the subject bureaus).*

- *The unit assigned responsibility for developing or revising the syllabus develops a work plan and budget for the project. The work plan and budget are reviewed at appropriate levels in the Department.*

- The unit responsible for the project and other units in the Department which will be associated with the project solicit comments from teachers, administrators, and others on what should be included in the new syllabus. Relevant curriculum materials from BOCES are reviewed for inclusion in the State syllabus.

- Advisory committees which may include subject area specialists, classroom teachers, university personnel and curriculum specialists advise the Department about the subject matter, methods, and skills which they feel should be included in a new or revised syllabus.

- The Department staff assigns a curriculum writing team — which may include both Department and outside consultants or may comprise only outside consultants — the task of developing the syllabus. The assignment is based on the Department's analysis of the advisory committee's work and the judgments of the Department's staff.

- Curriculum writers develop a draft syllabus in cooperation with the Department staff which may then be checked with the advisory committee.

- The draft syllabus undergoes a fieldtest in as few as five or as many as 100 schools, depending on the effect the syllabus will have on the State's teachers. A simple, easily understood syllabus revision may be disseminated without a formal fieldtest. A more complex revision may begin in five schools in its first draft and be phased into all the State's schools over a period of years to allow for teacher training and revisions of the new material.

- The project staff analyzes the experiences of classroom trials and the results of examinations in the subjects covered by the curriculum and further revises or develops the syllabus upon appropriate consultation with the advisory committee and relevant Department managers.

- After adequate field testing and revision, the syllabus is disseminated statewide and adopted by teachers throughout the State.

- The Department sends copies of the syllabuses to schools of education and provides inservice education for teachers already in the schools. Through these workshops and other contacts with teachers, the Department's staff helps teachers use the new syllabus.

- Analyses of items on Regents examinations and other State examinations help the Department staff to develop other, supplementary curriculum materials and workshops to help teachers implement the syllabus.

Publications developed in the Department are designed to help schools organize better programs and to make classroom work more effective. They describe ways in which the needs of gifted pupils, average pupils, and slow learners may be met successfully in a wide variety of teaching situations.

Curriculum experimentation in schools or school systems is encouraged:

> *Nothing herein contained, however, shall prevent a board of education from making such curriculum adaptations as are necessary to meet local needs and conducting such experimentation as may be approved by the Commissioner. This principle of flexibility shall apply to every area of the curriculum. The exercise of initiative and responsibility on the part of local school authorities in the administration of the curriculum is encouraged.* [Regulations of the Commissioner of Education, Sec. 100.2(b)]

Locally developed courses of study[4] are often of a quality worthy of wider use and evaluation. Leadership for curriculum developed at the local level is the responsibility of the superintendent of schools. However, the superintendent should arrange for the involvement of staff members, students, and parents to insure maximum support and acceptance.

Local planning in the area of curriculum and instruction is applicable to:

- Developing elective courses in subjects for which the State Education Department does not issue syllabuses
- Adapting content to meet the needs of exceptional children
- Developing bilingual programs for non-English-speaking children
- Experimenting with new approaches, new materials, or new organizational patterns
- Developing pilot programs, by special arrangement with the Department, in courses which are markedly different from State courses in approach, content, and scope
- Strengthening basic skills for educationally disadvantaged children
- Replicating innovative programs funded under ESEA Title IV-C

The Department directly influences local curriculum through its program of examinations, including Regents examinations, Regents Competency Tests, PEP Tests, and similar instruments. Specific information concerning examinations as related to the subject areas described in this publication may be found in the Department publications, *Regents Examinations & Competency Tests* and *New York State Pupil Evaluation Program and Preliminary Competency Tests* available to superintendents and principals from the Publications Distribution Office, State Education Department, Albany, NY 12234.

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[4]See footnote 1 on page 7.

Approval of Local Courses for State Credit

Schools are expected to use syllabuses prepared by the State in classes for which Regents examinations are offered, or for which locally prepared examinations of the same degree of difficulty are used to evaluate a course for State Regents diploma credit. In general, local adaptations of any State syllabus which stay within the syllabus' broad framework require no special approval. On the other hand, schools wishing to offer courses developed to meet special pupil needs such as Dramatics, Marine Biology, or Trade Plumbing, for which there is no State syllabus currently available, must apply to the Department for approval if the course is to be given Regents diploma credit.

The criteria for accrediting locally developed courses are established by the Department's subject and curriculum bureaus. Schools seeking approval for locally developed courses should obtain copies of the form entitled, *Application for Approval of Courses for State Diploma Credit.* (See pages 13-14.) The following information should be included upon application.

- Title of course and probable time allotments
- A statement of reasons for offering the course to students in this community
- Evidence of the proposed course's relationship to the basic program in the subject area
- A listing of appropriate texts and other teaching materials
- Several specific, carefully chosen objectives
- A detailed outline of the course's content
- A list of activities through which this content will be taught
- A description of methods for evaluating student achievement of course objectives

Applications for approval of locally developed courses in English/language arts, foreign languages, mathematics, music, science, social studies, and visual arts should be submitted to the Bureau of Curriculum Development. Applications for approval of locally developed courses in agriculture, business, distributive education, health occupations, home economics, industrial arts, technical education, and trade education should be submitted to the Division of Occupational Educational Instruction.

The Bureau of Curriculum Development or the Division of Occupational Education Instruction will review courses of study applications, route the applications to appropriate subject matter bureaus for review and comment, and prepare a response to the school district based upon Department staff recommendations. These units also maintain a description of each approved course, which visitors may examine.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

Referred to	
Approved for	
Units of credit	
Approval date	

APPLICATION FOR APPROVAL OF COURSES FOR STATE DIPLOMA CREDIT

For each application the following must be submitted:

1. **Three copies of this application**
2. **Two copies of the detailed course of study**
3. **A list of the textbooks and reference books to be used**
4. Additional information as follows:
   a. **Home Economics.** Describe the facility to be used, including a floor plan.
   b. **Social Studies.** See instructions on reverse of this form.
   c. **Science.** Scale drawing of science room showing number and arrangement of pupils' seats, demonstration table, laboratory tables, other work surfaces and storage cabinets. Indicate water, gas and electrical outlets and include short description of out-of-room storage space giving floor and shelving area.
   d. **Industrial Arts.** Itemize list of tools and equipment *and* make $\frac{1}{8}$" or $\frac{1}{4}$" to 1' scale drawing of shop layout with equipment labeled on drawing. **Submit 2 copies.**

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1. Name of school..... County.....
2. Mailing address .....
3. Title of course.....
4. Course offered in grade(s): ☐ 9 ☐ 10 ☐ 11 ☐ 12
5. Prerequisites, if any.....
6. Specially designed for slow learners.....average..... above average.....
7. Course will meet.....weeks for.....periods a week. Length of period is.....minutes.
8. Number of minutes outside preparation, if any.....
9. Date course will begin..... number of sections.....
   expected enrollment in each..... required..... elective.....
10. Course will be used for: ☐ local diploma credit ☐ State diploma credit
11. Credit will be given under diploma requirements for: ☐ Group 1 ☐ Group 2 ☐ Group 3
12. Name of teacher..... Type of certificate.....
    Valid for what subjects..... Date of certificate.....
    College major ..... College minor .....

Date..... *Signature of principal*.....

(OVER)

TEACHER QUALIFICATIONS

Teacher'(s) Name..... Years Teaching Experience.....

Undergraduate Major..... Semester hours.....

Undergraduate Minor..... Semester hours.....

Graduate Major..... Graduate Minor.....

Pertinent information relevant to background for teaching this specific course:
(For example, a teacher for a local course in psychology should give specific names of the courses he has taken in this field and in related areas.)

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NOTES:

The criteria established by the Department for accreditation of a locally developed course are established by the subject matter Bureaus. Several important characteristics common to most subject areas include a clear statement of reasons for offering the course to students in the particular community; evidence of relationship of the course of study to the basic program in the subject area; an adequate course description in consonance with current State syllabuses in the subject area; a listing of appropriate texts and other teaching materials; the time allotment and credit to be given; and suggested plans and methods for evaluation.

In social studies, for example, the new State syllabuses are organized around concepts, understandings, and generalizations. Hence, a locally developed course description in this field should not be an outline of content. In addition, teaching materials and procedures suggested should be appropriate for an inductive approach and the analytic techniques used by scholars in the social studies disciplines. Finally, the area of study should be one not included in the revised social studies program, or should offer sufficient depth to be significantly advanced beyond the level offered in the mandated program, grades 7–11.

Applications for approval should be submitted well in advance of the starting date given in No. 9. This procedure permits proper review and evaluation in the Department and makes it possible for the teacher to incorporate necessary changes before the course is in use. In such cases, approval may be granted on a temporary basis, pending revision. Applications submitted after the course is underway may be disapproved for credit to the disadvantage of the student.

Please file a copy of the application for future reference if there is undue delay in processing the material here. You will receive either a form approval or a letter, normally within 2–3 weeks.

6970/1/02511/7091

Secondary School Curriculum Requirements[5]

The program of instruction for the State's schools as described herein is based upon Education Law, Regulations of the Commissioner of Education, and Regents' Rules, as well as the tradition of common and successful practice Statewide.

The State syllabuses provided for the instructional areas and grade levels represent an interpretation of what is implied in the Regulations of the Commissioner of Education governing the curriculum.

Grades 7-8

The daily sessions for pupils in grades 7 through 12 shall be a minimum of 5 1/2 hours, exclusive of the time allowed for lunch. [CR 175.5(a)(3)]

The curriculum is designed to comply with mandates established by Education Law, the current requirements established by the Rules of the Board of Regents, and the Regulations of the Commissioner of Education.

The junior high school (or grades 7, 8, and 9 in the six-year secondary school) shall include the following subjects in the curriculum [CR 100.1]:

English	music	science
health education	physical education	social studies
mathematics	practical arts	visual arts

The following standard curriculum is recommended for grades 7 and 8 of the junior high school regardless of the size of the school. (Note: The 14 Common Branch areas must be included in grades 7 and 8. See *The Elementary School Curriculum: An Overview.*)

	Grade 7		Grade 8	
Subject	*Weeks*	*Periods/Week*	*Weeks*	*Periods/Week*
English	40	5	40	5
Social Studies	40	5	40	5
Mathematics	40	5	40	5
Science	40	5	40	5
Health	20	5	see (c) below	
Art	20	5	20	5
Music	20	5	20	5
Practical Arts*	20	5	20	5
Physical Education	40	2.5 (2/3)**	40	2.5 (2/3)**

*Programs of industrial arts and nonvocational agriculture, business, and home economics education

**Two periods/week one semester and three periods/week the other semester or its equivalent

[5]See also: *Minimum Requirements for Schools in New York State,* 1980.

In connection with the curriculum for grades 7 and 8, the following points should be noted:

(a) The guidance program must provide certain activities and services as required by CR 100.1(g). These must be described in a district plan for guidance. Refer to Pupil Support Services section (page 71) for further information.

(b) All subjects except physical education should be taught five periods a week.

(c) Health must be offered in grade 7 or in grade 8 or in grade 9 in a junior high school containing grades 7-8 or 7-9. In a middle school, the health course must be taught in grade 7 or in grade 8.

(d) Pupils must not be denied enrollment in industrial arts or home economics on the basis of sex. The school district may require able pupils to take a course in industrial arts and/or home economics.

Grades 9-12

The daily sessions for pupils in grades 7 through 12 shall be a minimum of 5 1/2 hours, exclusive of the time allowed for lunch. [CR 175.5(a)(3)]

An approved high school four-year course of study shall include the following units of work or their equivalent. (A unit is a year's work in a subject, entailing four or five periods a week of classroom work.) The instructional program suggested for these grades assumes that each pupil will be able to meet the requirements for the New York State (Regents) High School Diploma and/or the local diploma, if the requirements for the latter do not exceed those of the State diploma. A guidance service shall be provided.

Group I — Constants

English — 4 units

Social Studies (including 1 unit of American history) — 3 units

Mathematics — 1 unit

Science — 1 unit

Health (in grade 10, or grade 11, or grade 12) — 1/2 unit

Physical Education — each year until the pupil graduates (minimum average of 2.5 periods/week), but must be two periods/week one semester and three periods/week the other semester or its equivalent.

Group II — Sequence

A three-unit sequence in one of the following fields: agriculture, art, business education subjects, foreign languages, health occupations, home economics, industrial arts, mathematics, music, science, technical subjects, trade subjects.

Group III – Electives

Approved (see page 12) electives to make a total of 16 units for a local diploma or 18 units for a Regents diploma.

If a student has met the requirements for a Regents diploma, the school district may certify to that effect by endorsing the local diploma with the following legend:

> *Diploma issued with the endorsement of the New York State Board of Regents on the basis of successful completion of Regents examinations.*

If the student satisfies the requirements for the issuance of the Regents endorsed diploma with honor, the words *with honor* may be added.

The minimum requirements for the local diploma are similar to those for the State diploma except that Regents examinations are not required for the subjects indicated in Group I and II, and the total number of units required is 16 rather than 18. The local board of education may require additional courses and units of credit for both local and Regents diplomas.

Competency Tests

The specific competency tests that students must pass in order to receive a local high school diploma are:

(1) Reading: The Regents Competency Test in Reading or the Regents Comprehensive Examination in English

(2) Writing: The Regents Competency Test in Writing or the Regents Comprehensive Examination in English

(3) Mathematics: The Regents Competency Test in Mathematics or any Regents Examination in Mathematics

Safety Education

The requirement is an equivalent of 30 periods a year in grades 7-9 and 15 periods a year in grades 10-12 or their equivalent.

Religious Instruction

Excused Absences for Religious Instruction: Section 109.2 of the Regulations of the Commissioner relative to absence from school for religious observance and education was amended to permit a board of education to establish an optional program at the high school level, grades 9-12. Students with written approval of parent or guardian are permitted to enroll in a course in religion in a registered nonpublic high school subject to prior approval by the public high school principal with respect to course schedule, pupil attendance, and reporting of pupil achievement. Absence to attend such a course may be excused for the number of periods per week that the course is scheduled in the nonpublic school provided that the excused absences are at the beginning or close of a public school session and are mutually agreed upon by the school officials.

The regulations governing the traditional released time program for grades K-12 which permit excused absence for not more than one hour each week remain in effect.

Credit: The local board of education may award units of credit in fulfillment of the Group III requirements for graduation for religious instruction. If such a policy is adopted, the board should require that the course be validated and develop guidelines and procedures relative to scheduling, attendance and reporting of pupil achievement. Programs of religious instruction may be scheduled as follows:

- Released Time — students are released for one hour during the course of the day
- After school — students attend after school or on their own time

Principals may award up to one-quarter unit of credit per year up to a total of one credit for both of the above types of religious instruction if a student has attended the program for at least one hour per week throughout the year.

- Attendance at a registered nonpublic school — If a student attends a registered nonpublic school at any time during the day, credit for such instruction may be awarded at the rate of one-half unit per year up to a total of two units of credit.

Validation: When public schools desire validation for out-of-school religious instruction,[6] the principal files with the Bureau of Curriculum Development two forms entitled *Validation for Accrediting Out-of-School Instruction* and *Teacher's Record*. Along with these forms, the principal sends one copy of a detailed course of study as evidence of a planned program of instruction. The *Teacher's Record* provides information on the qualifications of the teachers who provide the instruction.

Independent Study

Independent Study may be recognized in fulfillment of the requirements for a local or Regents diploma.

The value of Independent Study is increasingly being recognized in the schools. Such study can be used effectively not only with the student with high scholastic ability, but also with the student of average ability who has high motivation and special talents. The schools are encouraged to foster Independent Study and to utilize this procedure for the effective teaching and learning tool that it can be. As a means of recognizing and rewarding Independent Study, the schools are authorized to evaluate the courses of study and to award units of credit for Independent Study as a way of completing the Group III requirements for a local or State diploma.

Libraries

A school library must be established and maintained in each school, providing a program which meets the needs of the pupils and providing an adequate complement to the instructional program in all areas of the curriculum. The services of a school library media specialist must be provided.

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[6]Programs validated for credit are those offered on weekdays during the time that the public school is in session.

Constants and Electives General Education

Introduction

The courses of study described in this section have been developed to reflect both the developmental abilities and needs of adolescents who are the students in grades 7 through 12 and to portray the expectations society has for them. The factual material, skills, and understandings which comprise these courses of study are a framework of what is judged to be necessary for a youngster who is to become a capable, civic-minded, skilled, and responsive contributor to our adult world. To the extent that it is possible, the syllabuses suggest various means by which a teacher, recognizing the unique traits and needs of adolescents, may judiciously select from this framework of subject areas the kinds of activities which will nurture and enhance this transition from adolescence to adulthood. For example:

- A social studies teacher, cognizant of the students' states of social maturation, will involve them in activities which permit their participation in the community with adults. These activities, such as surveys, interviews, and participation in public forums, afford students the opportunity to deal with adults in an adult milieu, thereby increasing the sophistication of their interpersonal relationships.

- A teacher of language arts skills will insure that the types of communication developed and refined in class will have both a real world relevance and setting.

- Science instruction would include, among many other things, a thorough grounding in human development which enables students to understand their own physical development. Further, the nature of science instruction encourages students to hypothesize, a skill which will permit them to construct reasoned alternatives for themselves and to heighten their ability to select wisely from these alternatives.

- Industrial arts and home economics are practicums which aid adolescents in developing independence, dexterity, common sense, and many of the skills they will need for coping on a day-to-day basis.

Recognizing that the person is shaped by the environment, the teacher must construe the arts, science, language arts, social studies, and physical education as tools for assisting the adolescent in interpreting, understanding, and participating fruitfully in this environment. The syllabus objectives, related to the recognition of what adolescents are and the needs they have, are frequently explicit and always implicit, but they require the enlightened intervention of the teacher to insure that the maturing, questioning, sometimes confused, always unique and important adolescents successfully complete the transition to adulthood.

The curriculum materials listed in the Appendix for each subject area are those which are available from the Department for school use. In most areas, there are numerous resource supplements in addition to the basic syllabus. An effective instructional program would include many other teacher and student resources.

English and Reading

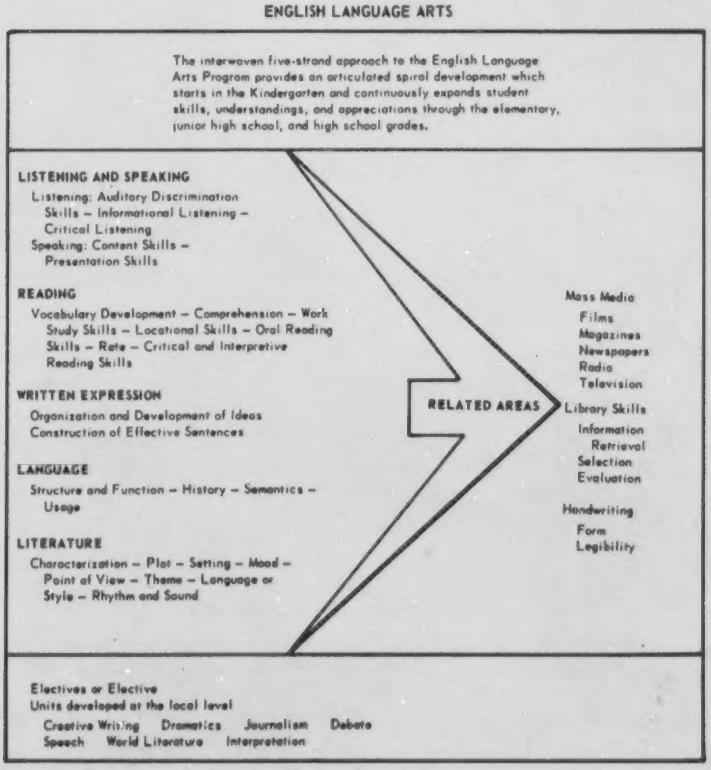
Introduction

The English Language Arts Program is designed to develop the students' skills in the receptive processes of listening and reading and the expressive processes of speaking and writing, and to foster students' understanding and enjoyment of literature. The program embodies a five-strand approach, providing an articulated, sequential development which starts in the kindergarten and continuously expands student skills, understandings, and appreciations through the elementary and secondary grades.

Through the cooperative efforts of the BOCES and under the administration of the Cortland-Madison BOCES and the State Education Department, a 3-year project to update and revise the English Language Arts curriculum has begun. In the first year, guides which focus on written composition were fieldtested. It is anticipated that they will be available for general use in schools by the fall of 1983. During the second year of the project, the focus will be on listening and speaking; the third, on reading and literature.

Program

Grade	*Description/Remarks*
7-8	Instruction in English Language Arts is required in the seventh and eighth grades.
9-12	Four Units are required. In most instances, students take the Comprehensive Examination in English at the end of the eleventh year. The fourth unit is satisfied with the selection of electives during the twelfth year.


ENGLISH LANGUAGE ARTS
The interwoven five-strand approach to the English Language Arts Program provides an articulated spiral development which starts in the Kindergarten and continuously expands student skills, understandings, and appreciations through the elementary, junior high school, and high school grades.
LISTENING AND SPEAKING
Listening: Auditory Discrimination Skills – Informational Listening – Critical Listening
Speaking: Content Skills – Presentation Skills
READING
Vocabulary Development – Comprehension – Work Study Skills – Locational Skills – Oral Reading Skills – Rate – Critical and Interpretive Reading Skills
WRITTEN EXPRESSION
Organization and Development of Ideas
Construction of Effective Sentences
LANGUAGE
Structure and Function – History – Semantics – Usage
LITERATURE
Characterization – Plot – Setting – Mood – Point of View – Theme – Language or Style – Rhythm and Sound
RELATED AREAS
Mass Media
Films
Magazines
Newspapers
Radio
Television
Library Skills
Information Retrieval
Selection
Evaluation
Handwriting
Form
Legibility
Electives or Elective Units developed at the local level
Creative Writing
Dramatics
Journalism
Debate
Speech
World Literature
Interpretation

Purpose

The Department program in English:

- Establishes the objectives of the program in terms of observable behavioral responses in the basic language skills
- Organizes the program to assure sequence and articulation of instruction
- Encourages flexibility to meet the requirements of the local district and the needs and interests of the pupils within the district
- Helps able pupils to move as rapidly as their increasing mastery permits; less able pupils to receive the additional instruction and reinforcement necessary for their individual progress
- Suggests the adoption of a testing program to estimate pupil achievement and progress, to diagnose instructional strengths and weaknesses, and to foster individualization of instruction
- Recommends as broad teacher participation as practicable in the development of the curriculum and the selection of materials to realize the objectives of the curriculum. The program must determine the materials rather than the materials the program.
- Recognizes the aesthetic and the affective, the analysis of personal values and ethical standards to be the most sensitive areas of the English program. Teachers must constantly seek to enlarge their awareness of, and insight into, the cultural values of the community as the only acceptable basis for instruction in these areas.

Listening and Speaking

The Listening and Speaking Strand indicates that oral communication skills must be taught systematically and discretely as part of basic instruction in English language arts.

The Listening and Speaking Strand is not intended to displace either electives in speech and dramatics or various cocurricular activities in speech and dramatics. These courses and activities are necessary supplements to the strand.

The primary objective of the study of listening and speaking is to impart those skills which must be used effectively if direct communication is to take place. The process of listening enables children to sort masses of sounds into language. To the extent that children understand and produce oral language easily, their facility in learning to read and write is enhanced. However, if children do not understand the relationship between written symbols and speech sounds, they may need help in auditory discimination and learning sound-symbol correspondences. The systematic development and continuing refinement of these skills, from the level of sound to the level of syntax, are reflected in all areas of students' language usage. Beyond this students should be taught systematically to listen for

understanding and to listen critically. Essentially, these are skills of comprehension applied to listening.

Speaking skills should be developed so that all pupils will grow in both power and fluency and will increasingly understand their role in communication. It is not the primary aim of the speaking section to develop public speakers, but rather to develop communicators. This requires that understanding of purpose and sensitivity to a situation be developed. Of course, it requires that skills of rhetoric be nurtured in order that ideas be expressed clearly. Voice and articulation skills must be developed to the point where the sounds, intonations, and rhythms uttered by speakers do not detract from the message. Finally, students must come to understand themselves as communicators, and must be made aware of the nature of oral communication as personal interaction.

Reading

The Reading Strand places on the program the responsibility for providing discrete reading instruction in grades K-12. Special reading programs are developed by associates in the Bureau. Nonetheless, an acceptable program in English on the secondary level must provide instruction in reading as a basic skill.

Such instruction best evolves from the study of the basic content of the course. Regardless of the organization of the curriculum content, regardless of the emphasis on the study of literature, pupils' attention must first be directed to an accurate reading of the text. Such reading demands that pupils grow in their ability to read increasingly complex and sophisticated materials. This recommendation should not be misinterpreted as suggesting that the primary objective in the literature program is the improvement of reading skills. Rather, the literature program should represent the opportunity for a pupil to demonstrate in independent reading the skills that have been developed through the total reading experience.

Specific weaknesses of small groups and even individual pupils may require that reinforcement be provided through the use of special reading materials. Such instruction may reasonably be included in the regular program. However, regular classroom teachers should not be expected to provide corrective instruction which may be necessary in instances of severe retardation unless working under the supervision of a specialist.

Language

The Language Strand emphasizes that there are multiple language systems. It does not subscribe to any single system to identify verbal forms or to describe structural relationships.

The specific system adopted by a district is less important than the understanding and the acceptance of the system by all language arts and English teachers, K-12. Further, teachers must agree on the objectives of the study of language and the relative emphasis to be given language study in the total program. Teachers must realize, too, that in even the most carefully screened, homogeneous groups, differences in levels of achievement will obtain. Therefore, instructional units based on textbook exercises or

workbook drills developed on the assumption that grade level placement guarantees uniform levels of achievement must be rejected. Teachers should refrain from criticizing language instruction in earlier grades for its failure to develop that uniformity of achievement which will permit identical instruction for various groups on the same grade level. Such expectation is unrealistic, and such criticism is not valid.

Paramount to all instruction in language must be the recognition by both pupils and teachers that there exist many levels of usage and that demographic areas and cultural backgrounds involve different language patterns. Any indication that specific patterns are inferior and unacceptable should be avoided. However, encouragement of the uncritical acceptance of language variations for all situations must be equally shunned. Language is constantly changing; therefore, any rigidly, prescriptive pattern, regardless of its current acceptance or rejection, is unacceptable as a basis for instruction in language.

Composition

Experiences in composition must be sequentially organized and carefully articulated to develop in all pupils the basic skills of the craft of writing.

The Composition Strand is developed on the assumption that all good writing reflects a completely realized intellectual concept or affective response. Pupils should grow in their ability to communicate clearly the central theme, to organize details appropriate to the development of the theme in a recognized pattern which will facilitate communication, and to present their ideas or their feelings in generally acceptable language.

The writing process, therefore, rather than the written product must be emphasized at all times. The value of long or short compositions, of the writing of a business or personal letter, a book report, or a paper on a topic on the natural or social sciences must be determined solely on the basis of the contribution the experience will make to the pupil's growth in the power to manipulate and organize language. The topic and the form of the writing assignment should represent the best possible means of attaining a specific objective in written expression.

The Composition Strand does not differentiate between discursive and creative writing, but submits that similar basic skills are required in all writing. Teachers should provide opportunities and should encourage creative response to experiences designed to foster pupils' awareness, sensitivity, and perception. However, creative expression should not be demanded or even expected of all pupils nor should it be established as the criterion for competence in composition.

Only as all pupils on all levels are involved in such programs and only as teachers on all levels give appropriate emphasis to composition will pupils develop the desired level of achievement.

Literature

The primary objectives of the study of literature should be enjoyment, the recognition of the contributions of reading to the realization of each

individual's character, and his appreciation of interpersonal and social relations. Fostering such enjoyment, recognition, and appreciation should not be circumscribed by content of immediate relevance or by the imposition of a program based on predetermined cultural values. The Literature Strand of the syllabus assumes that the objectives of the study of literature may be achieved by sequentially developing an understanding of representative literary selections through a cooperative analysis by pupils and teachers. A teacher's interpretation of selected texts will not develop that understanding essential for true enjoyment.

Pupils must be completely involved in their reading if they are to derive immediate enjoyment and develop tastes which will make reading an essential part of their future lives. Content must be flexible and should give considerable emphasis to the needs and interests of the pupils in the individual school district. The decision to include specific selections must be based on the pupils' intellectual, emotional, and social maturity and their competence and sophistication in reading with understanding. A selection must not be considered as having merit solely in itself but rather as contributing to the pupils' growth.

The ultimate test of the success of the literature program will be the encouragement and stimulus it provides for pupils' wide, independent reading and the evidence pupils submit that they are reading with increasing perception and understanding.

Electives

The most important criteria in establishing an elective program are the pupils' needs and interests. Admittedly the special interests, competence, or enthusiasm of individual members of the faculty may persuade the administration to institute special courses. However, unless such courses contribute to the pupils' needs and interests, they have no place in the curriculum.

Electives should be evaluated on the basis of how well they supplement and extend the basic instructional program. The advisability of an elective which is presumed to provide special instruction to compensate for weaknesses in the basic instructional program must be carefully appraised. Special compensatory courses suggest weaknesses in various areas of the language arts program and require a most careful review of the basic program to improve such areas.

Electives in speech, in drama, in composition, and in other areas must assume a given, basic level of competence. However, courses which assume a level of sophisticated specialization appropriate only for upper class college students in discrete majors, or for graduate students, cannot usually be justified.

The elective program should be sufficiently broad and sufficiently flexible to encourage different offerings as pupils' needs and interests change and as staff competencies vary. No elective should be retained simply because of tradition.

Reading In Secondary Schools

The reading program at the secondary level should provide developmental reading instruction for all students. In addition, there should be corrective reading instruction for those of average mental ability or above, whose reading comprehension level is below their potential, and remedial reading instruction for those with specific, severe reading disabilities.

It is highly recommended that all subject teachers assist their students to develop and improve their reading and study skills related to the subject. Any reading performed in a subject class has one general purpose: to improve achievement in the subject. The better the students can read materials in the subject, and the more widely they read, the better chance they have of higher achievement.

Subject teachers can help their students to:

- Improve comprehension[1] of text materials and use them more efficiently, including interpretation of symbols and such forms as charts, maps, tables, graphs, and formulas
- Learn the meanings, spelling, and pronunciation of unfamiliar words used in the subject — words in general use as well as words expressing concepts related to the subject matter. The aim should be to enable the students to make functional use of the words in speaking and writing as well as in reading.
- Use efficiently the subject-related library reference materials and any other library resources applicable to the subject
- Read a variety of books and periodicals for depth of understanding, enrichment, and recreation

In addition, the teacher, with the support of the administration, should select and acquire text materials and other instructional materials in an appropriate range of reading levels for each class and student.

Careful attention should be given to a continuing program in fundamental skills for the slow learners, the students lacking standard language facility, the mentally retarded in special classes, and those secondary students with specific learning disabilities.

Corrective Reading Programs

Corrective instruction by a trained reading teacher should be provided for readers of average or above average mental ability who function below their potential. The corrective program should be based on individual diagnosis of reading abilities to determine specific areas of skill deficiency. Such diagnosis should be followed by prescriptive instruction. The corrective program should be geared to needs in terms of time allotment, materials, methods, and personnel assignments.

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[1] See the Department publication, *Comprehension Through Active Processing: A Set of Interactive Instructional Models.*

Social Studies

Introduction

The social studies program is designed to promote informed, responsible citizenship and to provide basic understandings concerning people and the societies they have created. Each course of study in the social studies sequence utilizes an interdisciplinary approach to develop attitudes and understandings essential for effective participation in a democratic society. Awareness and knowledge of local, national, and international affairs lead to an informed and fairminded view of today's world as well as to the history, tradition, and impact of the United States.

This program in social studies is intended to reinforce the function of history, and the other social sciences, as vehicles by which pupils learn to find, analyze, and weigh available evidence in their own search for validity. The content of each area of study is introduced, not as a body of facts to be learned for its own sake, but as material chosen purposefully to develop and reinforce understandings and to arrive at generalizations that will broaden basic concepts in the various disciplines. Further, there is attention to topics and issues related to humans and their environment, as appropriate, throughout the areas of study. (See ...INFUSION, pages 82-83.)

Twelfth grade social studies provides an opportunity for students to explore many different social science options: economics, government, sociology, anthropology, psychology, intensive area studies, and others. Schools may award State diploma credit to students completing approved 12th grade courses. Schools using the State syllabus materials for *Advanced Government, Advanced Economics, Anthropology: Focus Upon Ethnic Studies* or *Canadian Studies* as the bases for 12th grade electives need not request approval since such approval is automatic. Advanced Placement and Project Advance courses are also approved in advance for State diploma credit. Locally developed elective courses must be submitted to the Department for approval in order to award State diploma credit. Local credit may be awarded without approval. As with any elective program, the 12th grade offerings must be creative and appealing, based on academic validity, student interests, faculty capabilities, and the needs of the communities.

A revision of the secondary social studies program is underway. The process will take time if it is to be effectively carried out. During the 1982-83 school year, a scope and sequence framework will be disseminated and reaction from the field will be sought. SED will give the field ample notification as to when a revised curriculum and examination program will be introduced. Until such time, the program described herein remains in effect.

Program

Grade	*Description/Remarks*
7-8	Instruction in United States and New York State history and government, civics, geography is required.
9-12	Three units are required, including one unit of American history (Group I — Constants); other units to be in accordance with State syllabuses.

Science

The science program for secondary schools (7-12) permits a variety of course options such as general science, unified science, the earth sciences, biology, chemistry, physics, and minicourses from these disciplines.* In the senior high school grades, schools may also offer Group III electives in general biology, general chemistry, and general physics as well as second year courses in earth science, biology, chemistry, and physics.

Program

Science is required for all pupils in grades 7-8. This requirement is usually met by using selected blocks from the *Science Syllabus for Middle and Junior High Schools* to create one of the several possible sequences as illustrated in the chart below.

Grade 7	A - *Organisms* B - *Human Systems* C - *Microsystems* J - *Science, Technology, and Society*[1]	A - *Organisms* B - *Human Systems* C - *Microsystems* J - *Science, Technology, and Society*[1]	A - *Organisms* D - *The Earth's Changing Surface* G - *Forces at Work* J - *Science, Technology, and Society*[1]	B - *Human Systems* E - *Weather & Climate*[3] J - *Science, Technology, and Society*[1]
Grade 8	G - *Forces at Work*[2] H - *Chemistry of Matter* I - *Energy Alternatives and Conservation*[1] J - *Science, Technology, and Society*[1]	D - *The Earth's Changing Surface* E - *Weather & Climate*[3] F - *Astronomy & the Space Age*[4] J - *Science, Technology, and Society*[1] OR: *Regents Earth Science*	B - *Human Systems* E - *Weather & Climate*[3] A - *Organisms* I - *Energy Alternatives and Conservation*[1] J - *Science, Technology, and Society*[1]	G - *Forces at Work*[2] I - *Energy Alternatives and Conservation*[1] J - *Science, Technology, and Society*[1]

[1] To be developed
[2] Being revised; use old Block I, *Forces at Work*
[3] Being revised; use old Block H, *Weather & Climate*
[4] Being revised; use old Block F, *The Universe* and old Block G, *Living in the Space Age*

For grades 9-12, a unit of science is required for either a local or Regents high school diploma. Any approved science course(s), Regents or non-Regents, equaling one full year of instruction in grades 9-12 may be used to satisfy this requirement. Schools are urged to continue the current practice of offering a course in science in grade 9. This course may be a continuation of the block approach or students may elect an advanced science course such as Regents Earth Science.

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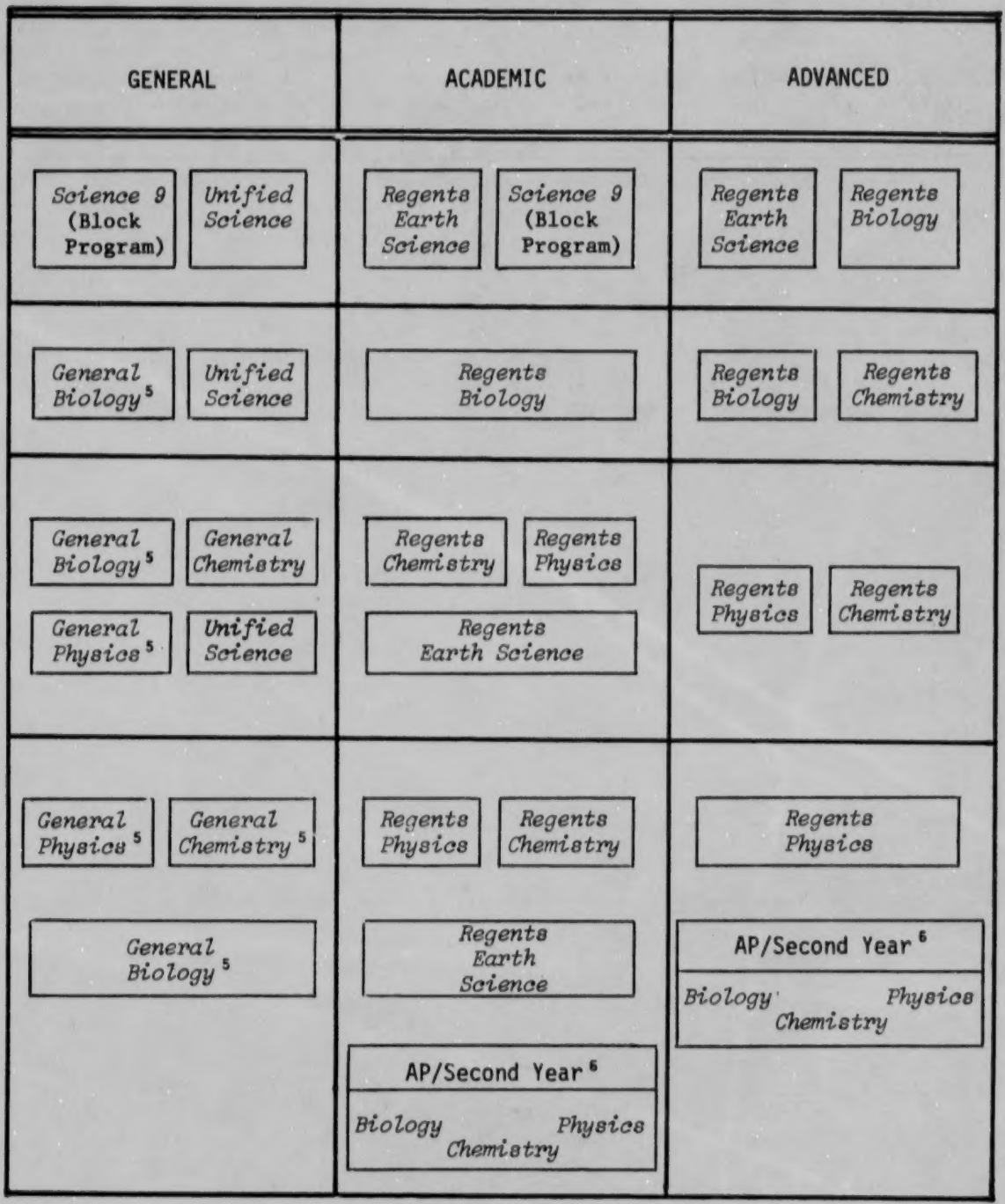
*See STRENGTHENING THE CURRICULUM...INFUSION on pages 82-83.



NOTE: Science 9 or one state-approved Group III course may be used as part of the three-unit sequence for a state diploma.

[5] or State-approved, locally-developed courses.

[6] Students should be encouraged to complete Regents courses in Earth Science Biology, Chemistry, and Physics, before electing a second year or advanced placement course.

As indicated for the advanced program on the preceding chart, earth science is recommended for selected ninth grade students in place of Science 9. Experience in many schools has indicated that this plan is very effective in broadening the background of those pupils who have an aptitide for science and who plan to elect three or four years of academic or advanced science courses. Proper selection of pupils for Regents Earth Science is essential and their science program in grades 7 and 8 should be modified to emphasize the other science areas.

The science requirements for the State Regents high school diploma are:

- Group I – Constants: one unit of science in grades 9-12. This requirement may be met by Science 9 or any State-approved science course taken in grades 9-12. To obtain high school credit for a science course prior to grade 9, the student must successfully pass the State Regents examination in that course. In this case, Regents Earth Science is recommended.

- Group II – Sequences: (Required only if science is selected as the major sequence.) Students may complete a three-unit sequence in science by any of three methods:

  1) Successfully completing any <u>three</u> of the four Regents science courses (Group II - Regents Earth Science, Regents Biology, Regents Chemistry, or Regents Physics); or

  2) Successfully completing any <u>two</u> of the above-mentioned Regents science courses, plus the local science 9 course (Group I); or

  3) Successfully completing any <u>two</u> of the above-mentioned Regents science courses (Group II), plus any other State-approved Group III course (General Biology, General Chemistry, General Physics, or any local science course sent to the State Education Department and approved for Group III credit). Option three should provide added flexibility to the school's science program and encourage students to take advantage of an opportunity to complete a Regents science sequence.

A student's three-unit sequence must not include more than one unit of credit from the same field of science (i.e., Regents Biology and General Biology; and Regents Chemistry and Advanced Placement Chemistry). This requirement insures that a student will be exposed to a minimum of three different disciplines of science.

Within recent years there has been an improvement in both the quality and the amount of science instruction in the elementary grades which has made it possible to enrich the junior high school offerings. Some of the material in the current science courses for grades 7, 8, and 9, in the areas of biological and physical science, is introductory to the content of the advanced sciences. Pupils electing advanced science very often are at a disadvantage if their science courses in grades 7 through 9 have not provided a strong, broad-based foundation in the process skills as well as the content.

In any science program, direct individual learning experiences for pupils should be the basis of each unit. The wealth of activities described in the science blocks makes possible the development of a program adapted to the needs of all pupils. Possibilities of relating science instruction to other areas should be explored. Special emphasis should be given to the quantitative treatment of the material when practical, and pupils should be encouraged to make measurements, record data, interpret data, and keep a written record (laboratory report) as part of their laboratory experience. Each year's learnings and experiences should provide a foundation for the work of the succeeding year.

Science – Grades 9-12

General Recommendations

A minimum of four recitation periods and two laboratory periods a week should be provided in earth science, biology, chemistry, and physics. Many schools provide a seven-period week for science; three periods of recitations and two double laboratory periods.

Laboratory Requirements

Each Regents science has a mandated laboratory requirement, and successful completion of each of these courses earns for the student one unit of credit in a laboratory science. Each student must be engaged in laboratory activities for at least thirty 40-minute periods (or its equivalent) exclusive of time used in changing classes or teachers. Laboratory experiences should be related to daily classroom instruction and provide "reinforcement" for each instruction. Satisfactory written reports of these laboratory experiences must be prepared by the student. At the completion of the course, these laboratory reports must be kept in the school for six months following the date of the examination, except in instances where a senior or transferring student needs these reports for further work. For additional information, see the State Education Department publication, *Reflections on Writing in Science.*

Pursuant to Section 207 of the Education Law, Section 8.2 (c) of the Rules of the Board of Regents states, "Only those persons who have satisfactorily met the laboratory requirements as stated in the State syllabus for a science shall be admitted to the Regents examination in such science." This Rule of the Board of Regents applies to all students whether regularly enrolled in a Regents science class or studying independently. Students having severe physical handicaps which prevent their meeting the laboratory requirements will be considered on an individual basis for admission to Regents science examinations. Questions pertaining to admission to these examinations should be directed to the Chief of the Bureau of Science Education, New York State Education Department, Albany, New York, 12234.

REGENTS EARTH SCIENCE

The course of study outlined in the syllabus *Earth Science* contains five areas: Investigating processes of change, The Earth Model, The Earth's Energy Budget, The Rock Cycle, and The History of the Earth. These areas are subdivided into a total of 15 topics upon which the Regents examination is based.

The objectives of each topic are stated behaviorally and the major understanding is cross-referenced with a student investigation which is outlined in the *Earth Science Supplement*. Because this course is investigative in nature and is student-activity oriented, the laboratory experiences found in the supplement are considered an integral part of the curriculum; they are truly the core of the course. The theme of the Earth Science course is the basic concept that we live on a dynamic Earth which is constantly changing.

Earth Science may be offered to selected interested and able eighth or ninth year pupils. In the senior high school, Earth Science is frequently elected by pupils who have not mastered the theoretical and mathematical content required in physics. Except in very small schools, it is recommended that pupils taking this course be separated by grade level. Most pupils can profit from a course in Earth Science, but low ability pupils may not reach the Regents examination passing level. The middle/junior high school science blocks D, E, and F (see page 29) should provide an optional approach.

REGENTS BIOLOGY

This course in Biology, which has an emphasis on laboratory work, is designed to provide broad general understanding of the fundamental principles of Biology and to provide an extension of understanding in selected areas. The course consists of a basic core of seven units and teacher-selected, extended treatment areas.

The basic core units are: Unity and Diversity among Living Things, Maintenance in Living Things, Human Physiology, Reproduction and Development, Transmission of Traits from Generation to Generation, Evolution, and Ecology. The extended areas are: Biochemistry, Human Physiology, Reproduction and Development, Modern Genetics, and Ecology.

REGENTS CHEMISTRY

The course outlined in the syllabus, *Regents Chemistry* presents a modern view of chemistry suitable for pupils with a wide range of skills and abilities. The outline of topics provides the unifying principles of chemistry together with their related facts. The principles included in the outline are basic to people's understanding of their environment.

The Chemistry course consists of twelve units: Matter and Energy, Atomic Structure, Bonding, Periodic Tables, Mathematics of Chemistry, Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry, Organic Chemistry, Applications of Chemical Principles, Nuclear Chemistry and Laboratory Activities.

Many of the unifying principles of chemistry, together with their related facts, can best be learned by individual participation in the laboratory activities which are an integral part of the course. Laboratory work should be designed to encourage students to search for relationships. To do this, some laboratory exercises must be quantitative as well as qualitative in nature.

REGENTS PHYSICS

The course of study for Physics, outlined in *Physics, A Syllabus for Secondary Schools*, presents a modern view of physics with major emphasis placed on the fundamental concepts underlying this basic science. The course of study is designed to encourage the utilization of such basic concepts as the conservation of energy, momentum, and change as unifying concepts which can be applied repeatedly throughout the course.

The objectives of the course in Physics should extend beyond a minimal comprehension of the basic facts and principles. The appreciation of scientific method, the ability and willingness to change beliefs and opinions after carefully weighing the new evidence, and the development of the habit of critical thinking are the intangible, but most important, outcomes of the study of this science. These methods of thought and action will remain long after many specific details of subject matter are forgotten.

The content of the course consists of a basic core of four areas each having optional material. The areas are: Mechanics, Waves, Electricity, and Atomic and Nuclear Physics.

GENERAL BIOLOGY

The teaching of General Biology involves the development of an appreciation for organization of, and interactions between, living things. The course should place an emphasis on laboratory activity. General Biology students should be expected to develop skills in laboratory work and perhaps to find vocational directions.

It is hoped that the students will learn to identify some of the biologically related problems we are facing and gain some insight into possible solutions. Thus, this course was written with the following rationale:

- One approach to the study of high school biology should have humans as a central theme. Plants and other animals are included as they relate to humans.
- Students should learn to appreciate the workings of the human body, especially as it maintains a dynamic equilibrium.
- Students should develop an appreciation for those factors which have kept humans alive as a species.
- Students should be given an awareness of some of the biological problems which face our society, particularly as we try to develop a satisfactory relationship with our environment.

GENERAL CHEMISTRY

This course of study is an approach to the study of chemistry that may prepare pupils to meet a variety of goals in life. An effort is being made to provide pupils who are not science majors with a chemistry course in

which theory and content are significantly curtailed when compared with the Regents Chemistry course. Emphasis is placed on instruction that is more directly related to situations generally encountered in one's day-to-day living.

Pupil participation is encouraged in the course, and understandings should develop from laboratory experiences whenever possible. The appreciation of scientific methods, the ability and willingness to change beliefs and opinions after careful weighing of new evidence, and the development of critical thinking habits are important outcomes of this course.

GENERAL PHYSICS

General Physics is intended for the nonscience major whose needs are not met by other science courses. The content and mathematics in General Physics are less sophisticated than in the Regents offering, and are designed to encourage student involvement in learning physics through active laboratory participation. Most of the major understandings should develop from the laboratory experiences.

ADVANCED STUDY

There are many opportunities for students to continue studying science in high school after they have completed a sequence in the Regents sciences. Many schools have elected to offer a more advanced course in a specific science area beyond the Regents level. They are referred to as second year courses (for school credit only), second year courses for college credit (in cooperation with a college or university), and Advanced Placement courses.

In addition, courses can be developed which will terminate with the New York College Proficiency Examination for college credit. Science examinations currently exist in Anatomy and Physiology (six hours), Earth Science (six hours), and Physical Geology (three hours).

Traditionally, the designation "Advanced Placement" (AP) has been reserved to describe those programs with examinations offered by the College Entrance Examination Board. In the sciences, AP courses with examinations exist in Biology, Chemistry, Physics-B (without calculus) and Physics-C (with calculus).

Mathematics

Introduction

The secondary mathematics program, grades 7-12, presents a unified and integrated sequence providing for the development and the continuance of competencies in the various areas of mathematics such as arithmetic, logic, geometry, algebra, probability, statistics, and trigonometry. It is closely articulated with the mathematics program for the elementary grades.

Development of an adequate and dependable foundation of the basic ideas and concepts of mathematics is the major objective of the integrated program in grades 7 through 9. Upon successful completion of mathematics in grades 7 and 8, students seeking a Reqents or school diploma must successfully complete at least one unit of mathematics in grades 9 through 12.

The minimum requirements of one unit of mathematics may be satisfied by a year of general mathematics, Ninth Year Mathematics, Three-year Sequence for High School Mathematics-Course I, Business Mathematics, or the equivalent of one full year of mathematics in the high school program.

Program

Grade	*Description/Remarks*
7-8	The program is organized around arithmetic, the number system, informal geometry, statistics, problem solving, and an introduction to basic essentials of elementary algebra.
9-12	One unit as stated above is required.

Regents Sequence in Mathematics

The mathematics requirements for a three-unit sequence (Group III) for the Regents high school diploma may be met in one of the following ways:

- Successfully completing Ninth Year Mathematics, Tenth Year Mathematics, and Eleventh Year Mathematics, and passing Regents examinations in Tenth Year Mathematics and Eleventh Year Mathematics*
- Successfully completing the Three-year Sequence for High School Mathematics Course I, Course II, and Course III, and passing Regents examinations in Course II, and Course III

Twelfth Year Mathematics

A wide variety of courses may be offered at the twelfth year level to students who have completed a sequence in mathematics. Among the possible topics at this level are Advanced Algebra, Solid Geometry, Analytic Geometry,

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*Passing the Regents examination in Ninth Year Mathematics or Course I is not required for a sequence in mathematics.

Probability and Statistics, Matrix Algebra, Linear Algebra, Elementary Functions, and Consumer Mathematics.

A school wishing to offer courses at the twelfth year level within the general framework of any of those mentioned above may do so without special permission. The school may administer locally prepared examinations, and certify credit for such courses under Group III (electives) for the Regents diploma.

Schools which desire to offer a mathematics computer course or courses outside the framework of those listed above should apply to the Bureau of Curriculum Development for permission to grant credit toward the Regents diploma. (See pages 12-14.)

Advanced Placement Program

The Advanced Placement Program in Mathematics is designed for pupils of exceptional ability.

Either of two college-level courses, Elementary Functions and Introduction to Calculus or Calculus and Analytic Geometry may be taken by the student after the completion of a full high school program in mathematics. The Advanced Placement Examination in mathematics, "Calculus AB" and "Calculus BC," given annually by the College Entrance Examination Board, are designed to test achievement in the respective courses. An Advanced Placement Computer Science Course, using the Pascal programming language will be offered by the College Entrance Examination Board.

Since the level of ability necessary for success in these courses is very high, it is suggested that only the truly exceptional student be admitted. It is also extremely important that teachers in this program have the necessary background and training to teach the advanced work successfully.

Foreign Languages

Introduction

The study of modern foreign languages plays a vital role in the preparation of human beings for effective living in the modern world. By its very nature, it develops direct intercultural communication and insight into the ways of people in a different culture. It provides practical communication skills especially useful in government, international relations, commerce, industry, and the professions. It furnishes the means to fill leisure-time with the enjoyment of travel, literature, and the arts.

Program

Grade	*Description/Remarks*
7-8	Generally two types of programs are provided: one for students who have studied a language in elementary school and one for students beginning a study of language.
9-12	Students may continue a sequence already begun or may begin a sequence in grades 9 and 10. Three units are required for a sequence.

Health and Drug Education

Introduction

The school health program should be designed and conducted as an integral part of the total education program, and should contribute to the attainment of both the health and educational goals of the district. The school health program should provide pupils with knowledge drawn from the fields of psychology, biology, medicine, social science, and environmental science. It should provide pupils with knowledge about personal growth and development, factors which influence individual and societal health status, alternative lifestyles and behaviors and application of such concepts as preventive health education, personal health maintenance, and wellness techniques. In addition, the school health education component should help pupils develop the thinking skills of rational behavior, data gathering, and decisionmaking. Further, health services should be coordinated with health education in order to provide pupils with the opportunity to practice the knowledge, behavior, attitudes, and skills acquired. Finally, the total program should be designed to encourage young people to become committed to personal, familiar, and societal health promotion and maintenance and to participate in public health promotion.

Program

General

The Regulations of the Commissioner of Education, Part 135.1(e) define health education as follows: "Health education is instruction in understandings, attitudes, and behavior in regard to the several dimensions of health. This instruction relates to alcohol, tobacco and other drugs, safety, mental health, nutrition, dental health, sensory perception, disease prevention and control, environmental and public health, consumer health, first aid, and other health-related areas."

The content areas in a comprehensive school health education program should include the physical, mental, social, emotional, and environmental aspects of health. Alcohol, tobacco, and other drug education are required topics and should at least include: beneficial and appropriate versus harmful and inappropriate mood modifiers such as opiates, cannabis, amphetamines, barbiturates, hallucinogens, tranquilizers, tobacco, alcohol, and volatile substances, including those medications commonly sold over the counter either with or without a prescription; and applying problem-solving and decisionmaking skills to the resolution of personal, family, or community concerns. Other topics may include:

- Growth and Development: Structure and function of the systems of the body; their interdependence and contribution to the healthy functioning of the body as a whole; reciprocal relationships between growth and development

- Mental/Emotional Health: Ability to handle stress appropriately; to apply problem-solving skills to the resolution of individual and family concerns; achievement of a positive self-concept that respects

the right of others to be different; and acceptance of responsibility for personal health as well as that of others

- Personal Health: Development of positive health care habits: includes grooming, physical fitness, and other personal health practices that maintain the body and promote overall wellness

- Family Life and Health: Exploration of the roles and interactions of individuals within the family life cycle; responsibilities and privileges experienced by each family member; physical, mental, and social changes anticipated for each person from birth to death; the family's responsibility for the healthy maturation and socialization of children. It is strongly recommended that community involvement be sought prior to developing and implementing such content and when choosing among suggested family life and health teaching objectives and materials.

- Nutrition: Sources of the principal nutrients; functions of food in meeting body needs and maintaining optimal nutrition; essential components of a balanced diet; significance of eating a wide range of foods; potential influences of food fads and fallacies on nutrition

- Disease Prevention and Control: Factors contributing to the development of chronic degenerative and communicable diseases and disorders; methods for the detection, prevention and/or control of cardiovascular disease, cancer, vaccine-preventable diseases, birth defects, and other such health problems

- Safety and First Aid: Methods for the identification and elimination of hazardous conditions or situations; rules and procedures for safe living in the home, school, or community; patterns of behavior promoting accident prevention; application of problem-solving skills to the resolution of personal, family, or community concerns; and techniques for first aid and emergency care

- Consumer Health: Factors influencing an individual in the location and selection of health information, products, and services; delineation of criteria for those selections; evaluation of commercial appeals motivating the sale and purchase of health-related products and services

- Community Health Management: Ways the individual can effectively contribute to the solution of community-wide health problems such as environmental pollution, spread of disease, and waste disposal (toxic and other); protection of environmental resources; functions of voluntary, official, professional and other health organizations; and community health career opportunities

Specific

The secondary school curriculum includes health education as a constant for all pupils (CR 135.3). In addition to continued health guidance in the junior high school grades, a separate one-half year course must be provided. An appropriate one-half unit course in the senior high school also must be

provided. Such a course is a requirement for graduation. An approved high school four-year course of study shall include the following: ...health, 1/2 unit.... (CR 100.1).

The secondary-level health courses should build on the concepts and understandings developed in grades K-6, supplemental content "infused" into other educational disciplines, and the health instruction offered through the school health and pupil personnel services programs. In addition to the required content area of substance use and abuse, recommended content areas for both junior and senior high school include, but are not limited to, growth and development, mental/emotional health, personal health, family life and health, nutrition, disease prevention and control, safety and first aid, consumer health, and community health management.

The approach to the content areas selected should be progressive, sequential and specifically related to the needs and understandings of the student population. School district staff members may wish to refer to the curriculum and program resource materials listed on page 90. These materials are available through the Bureau of Health and Drug Education and Services, New York State Education Department, Room 964 Education Building, Albany, NY 12234.

Evaluation

Evaluation should reveal the extent to which the program and staff are meeting program goals and objectives and identify opportunities for more effective practice. There should be three levels of evaluation: process, impact, and outcome.

- Process evaluation addresses professional practice, quality assurance, peer review, and clarification of goals and objectives. Standards of acceptability are defined in terms of organizational and teaching practices. Unit and lesson plans are reviewed to see if they are appropriate and meet the objectives. The currency of methods and materials and articulation with other disciplines are also measured.

- Impact evaluation determines whether short-range goals and intermediate objectives have been achieved and measures the immediate effects of the program. Among the criteria used are mastery of health information, the development of selected skills and the application of these skills as behaviors. Impact evaluation determines whether there has been any alteration of the predisposing, reinforcing, and enabling factors. It also measures cost-effectiveness; i.e., if and how the resources (money, manpower, and materials) invested have benefited the district.

- Outcome evaluation relates to the long-range goals and measures the school, social, and community benefits of the program. It identifies whether the incidence and prevalence of health problems have been affected. Outcome evaluation relates to cost-benefit studies and special large-scale evaluation of health outcomes. School districts do not have the resources needed to conduct outcome evaluation independently. However, they can and should collaborate with those community agencies which do have the resources for this level of evaluation.

Physical Education and Safety Education

Introduction

The physical education, recreation, and outdoor education programs have as their ultimate goal the personal and group attainment of knowledge, skills, and attitudes which contribute toward active, healthy, and safe behavior and fruitful lives. Pupils' attainment of desirable levels of understanding and behavior, as a result of their experiences in these curriculum areas, is essential for their maximum physical, mental, emotional, and social growth and development. Research and experiences have demonstrated that pupils' achievement of the various skills inherent in these programs can make positive contributions toward their success in other educational endeavors and their fulfillment of life goals.

Program

Grade	*Description/Remarks*
7-12	Physical education opportunities must be provided 2.5 periods per week (2 periods per week first semester and 3 periods per week second semester or vice versa) throughout the school year. Built into the programs should be opportunities for experiences of sufficient variety in each of the following: (a) basic and creative movement; (b) rhythm and dance; (c) games; (d) perceptual motor skills; (e) individual and team sports; (f) gymnastics; (g) aquatics, where possible; (h) lifetime sports activities; (i) outdoor living skills; and (j) other appropriate activities which enhance the development of boys and girls.

Physical Education

Vigorous physical activity is a necessity for the well-being of every school pupil. A daily class instructional program of varied physical education activities is recommended for all pupils. There should also be many opportunities for the pupils to participate in extra-class activities. Some guidelines for a successful program follow:

- Classes in physical education should be of a safe and teachable size — approximately 30, with a maximum of 35 pupils
- Appropriate cumulative records must be maintained and be readily available for use in determining individual pupil status and progress
- A physical fitness test should be administered to every boy and girl at least once, and preferably twice, annually
- All pupils identified as physically underdeveloped should be given instruction adapted to their individual and specific needs
- Pupils who have nonremediable defects or long-term disabilities also require special instruction and, if possible, they should be scheduled in the regular classes

- To determine the status and progress of pupils, as well as the effectiveness of the instruction in relation to these objectives, continuous evaluative procedures should be used

Junior High School Physical Education

At this age, youngsters want to be accepted and to belong to a "group"; therefore, considerable emphasis should be placed on team participation and other group activities. However, individual and dual sports such as golf, tennis, archery, badminton, ping pong, and bowling should be included in the program. The skills should be a continuation of those developed in the elementary grades. There is also a need for activities which have a carry-over value into the senior high school and, even more important, these experiences should influence the manner in which activities for leisure time in adult life will be selected.

Because of the increased social interaction between boys and girls at this age level, many opportunities for coeducational participation in both class and extraclass activities should be provided.

Boys and girls can profit from participating in activities with pupils of other schools. Sports days with nearby schools should be an occasional extension of the intramural activities to extramural dimensions, rather than a narrow and intensive form of interschool competition. The less physically gifted child often finds much success and satisfaction in these experiences. The more highly skilled pupil needs and wants the type of competition which entails more intensive training and coaching over a longer period of time. Such opportunities should be provided.

Senior High School Physical Education

Physical education in the senior high school should provide opportunities for some specialization in major areas of interest developed in the elementary grades or junior high school. Where pupils have sufficient skills and where guidance is available, freedom of choice in some activities should be provided. This would be an extension of the class program with emphasis upon more advanced techniques and a finer development of skill and abilities. All classes should be scheduled initially on a coeducational basis.

Some of the activities are the same for each grade but the skills taught will vary in scope and difficulty according to age, sex, ability, and physical development of the pupils. Boys and girls of this age group enjoy participating in small groups so more individual and dual activities are needed. Because of the increased amount of leisure time today, pupils should learn activities which they can enjoy in the evenings, on weekends, and during vacation time. Such activities as golf, archery, skiing, tennis, ping pong, swimming, running, and horseback riding are a few of the activities which can be enjoyed by boys and girls both while they are in school and in later life.

Opportunities for participating in intramural activities should be provided throughout the entire year and include many different sports. Boys and girls who are not sufficiently skilled or interested in participating in interscholastic sports often enjoy such experiences. Extramural activities and sports days are often used to culminate the intramural activities. The interscholastic part of the program includes some intensive competition in certain sports and entails more stringent rules and regulations regarding practice and participation. The needs of the highly skilled pupils are met in this phase of the program.

Recreation

One of the responsibilities of the school is to teach each pupil how to use leisure time wisely. Through a varied curriculum, many opportunities may be offered for developing understandings, attitudes, and skills that can apply to one's leisure time.

Boards of education have broad powers which enable them to conduct recreation programs and to join with municipal agencies when desirable in providing such programs. Every effort should be made to provide experiences beyond the formal classroom, including varied recreational experiences for children, youth, and adults, guided by professionally prepared personnel. Such coordinated experiences should achieve a balance among the physical, mental, social, and cultural aspects of recreation.

Complemented by a variety of community resources, schools should become centers for civic, cultural, and recreational life. The elementary school should be the recreation center for the school-community recreation program. The secondary school should serve the larger geographic area since it has a greater variety of facilities and leadership services than those which can be provided by the elementary school. This concept of "school-community-recreation" should be exemplified in every school district. School recreation should:

- Guide the school district toward the development of a comprehensive series of coordinated and articulated recreation experiences for children, youth, and adults
- Direct and coordinate those activities of school recreation which supplement and complement instructional areas in the school curriculum including experiences in art, crafts, dance, drama, language arts, lifetime sports, and travel

- Cooperate with all community groups and institutions which seek to provide organized recreational opportunities for all people in the school district

- Promote full recreational utilization of all school facilities during evenings, weekends, vacations, and in the summer

- Articulate the recreation services of the school district with those of other agencies at all levels from the village through the Federal Government

Recreation for pupils of junior high school age should be planned and conducted in relation to their needs, interests, and levels of maturity, and in ways which complement instruction in the curriculum areas.

Recreation at the high school level should include experiences that evolve from the basic instructional areas. These experiences will be made meaningful through an instructional program that places specific emphasis on education for leisure. Programs such as choral music, drama, crafts, winter sports, dance, drawing, nature study, aquatic, field trips, and games should be integral parts of the secondary school curriculum.

Outdoor Education

Outdoor education is a form of program development which provides opportunities for the acquisition of knowledge and skills through learning experiences outside the classroom. Such instruction leads to more meaningful learning, better understanding, and greater retention. In providing actual living experiences, learning in the outdoors breaks down much of the traditional barrier between pupils and teacher which may exist in some classrooms. In properly conceived and implemented outdoor education programs, there is a close relationship between pupils and teachers, and both communication and understanding improve. By doing things together, pupils learn to relate to others, a skill which is vitally important in our present society.

Outdoor education programs will vary from school to school. The curriculum may include brief excursions of less than an hour, half-day outings, all-day field trips, a series of all-day experiences, extended travel, or resident experiences of several weeks such as camps. Basic to all of these outdoor education experiences are certain underlying principles:

- Outdoor resources are essential to enhance and enrich the teaching-learning process

- Outdoor education offers an important approach to learning based upon direct participation

- Pretrip planning and preparation are essential for maximum benefit. Pupil-teacher planning should be included. Parents should be kept informed and involved. Objectives of the program should be carefully explained.

- Posttrip evaluation is important

The school should have specific objectives which are to be served through the outdoor education experience. Selection of experiences should be based upon the needs and interests of the pupils in the school and community members. Some possibilities are:

- To create a greater awareness of our dependence upon our natural resources for the basic needs of man — food, water, air, clothing, and shelter
- To improve learning by bringing deeper insight, greater understanding, and more meaning through firsthand observation and experience
- To enrich the curriculum through learning experiences that involve outdoor living skills: camping, boating, mountain climbing, forestry practices, marine studies, surveying, and gardening
- To improve the general health of pupils and improve their daily health habits
- To improve the skills of working together, playing together, and respecting others
- To develop a greater understanding of our national heritage of natural resources
- To supplement existing community programs in fields such as recreation, conservation, and beautification

DRIVER AND TRAFFIC SAFETY EDUCATION

Introduction

The growth and development of a nation depends to some extent upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.

The secondary schools are uniquely qualified to prepare young people for entrance into the traffic system as operators, and as responsible participants in programs which affect system performance. At this level of formal education, youths reach legal driving age in an environment that includes resources for learning under professional teachers. Student interest in learning to drive can be exploited not only for creating good drivers, but also to put meaning into many concepts and values considered as general education. The primary aims of secondary school Driver and Traffic Safety Education are to:

- Prepare students with at least minimum performance capabilities for entry into the highway traffic system as vehicle operators
- Equip students with knowledge and thought processes that will enable them to make wise decisions in situations that could lead to impaired driving performance (alcohol, drugs, fatigue, emotions, and vehicle maintenance)

- Help students acquire the insights and motivations needed to become fully functioning operators and responsible members of the system

Program

Grade	*Description/Remarks*
9-12	The recommended program should offer, concurrently, 24 hours of classroom and 24 hours of behind-the-wheel training. Students enrolling in the course must be 16 on or before September 15 in the fall semester, February 2 in the spring semester, and July 1 in the summer session.

One-half unit of credit as a Group III elective may be given upon successful completion of a Department approved course.

Approval of Courses and Instructors

Approval of courses and instructors must be obtained through the Department. Schools seeking approval should secure application forms from the Bureau of Physical Education and Safety Education, New York State Education Department, Albany, NY, 12234. Form 1 requires information about the course of study to be followed, time provisions, and enrollment. Form 2 requests information about the instructors' experience, qualifications, and special preparation.

Course approval remains in effect if the instruction is given by an approved teacher and as long as requirements are met. This approval extends only to courses given during the regular school year in day high schools.

Summer session courses require separate approval on a specific form. In the case of summer courses, a new application must be submitted each year. Special approval is required for summer courses and is effective for one summer only. All schools that expect to include driver education in their summer programs should, therefore, complete the special application form as early in the spring as possible. Driver education may be offered as part of an approved summer high school program and 1/2 unit of credit may be granted for the successful completion of the course. The summer course must be scheduled a minimum of 30 days, exclusive of registration and final examination, and must be comprised of a minimum of 24 hours of classroom instruction and a minimum of 24 hours of laboratory instruction.

Instructor approval is granted on a 3-year provisional basis to certified secondary school teachers after completing a minimum nine-credit preservice preparation course. Such teachers must have had two years of satisfactory driving experience. Permanent approval will be granted upon the completion of an additional, minimum, three-credit-hour, registered in-service preparation program. Approval to teach the course is contingent upon the maintenance of a satisfactory driving record. Such approval may be used by the instructor in high school driver education elsewhere in the state.

Instructor approval applications should be submitted at least three weeks before the instruction begins. It is sometimes necessary to delay formal approval because the teacher's credentials have not been cleared or

because of incorrect data on the application. If an instructor does not have formal approval, and an MV 285 certificate is not issued by the Department of Motor Vehicles, any lessons given in the automobile on the public highway will be in violation of the Vehicle and Traffic Law, unless each pupil possesses a learner's permit. The Department of Motor Vehicles will not issue the MV 285 certificates to those who completed the course unless the instructor was approved at the time the course was given. School officials should, therefore, make sure that course approval is received from the State Education Department not later than four weeks after the course begins. A certificate from an outside organization or from a college or university does not constitute State approval.

The Department of Motor Vehicles will issue MV 285 certificates to pupils who pass a complete driver education course and who are recommended by the principal or superintendent as having shown satisfactory achievement. A pupil presenting an MV 285 certificate to the Department of Motor Vehicles within two years after issuance shall not be required to pass the knowledge and English tests in applying for a license and, by passing the Department's driving test, may qualify for a regular operator's license at 17 years of age.

Music

Introduction

The contribution of music to the curriculum is by nature a subjective one and, like art, esthetic stimulus and response is the medium for communication. The objectives of the program of music education are:

- To expand the ability to respond to music, based upon the students' natural love for it, with greater and deeper understanding through a knowledge of its melodic, rhythmic, and harmonic properties and experience with the art. By perceiving the structural elements or by understanding the organizational concepts of music, the development of musicality takes place. Skill, knowledge, and insight are basic to musical growth.

- To emphasize the intellectual and emotive qualities of music by helping students recognize the means of expression most suitable to them and to offer them the opportunity to explore and develop their talents in music.

- To involve all students to the extent of their musical capacity, making them more sensitive, discriminating, and creatively aware persons.

- To acquaint students with their musical heritage. A total music program should include the great folk music and classics of the non-Western as well as the Western world in order that appropriate recognition can be given to all artistic expression which has contributed to present-day culture.

- To provide an effective medium through which students can learn to relate to one another as well as to society and the world.

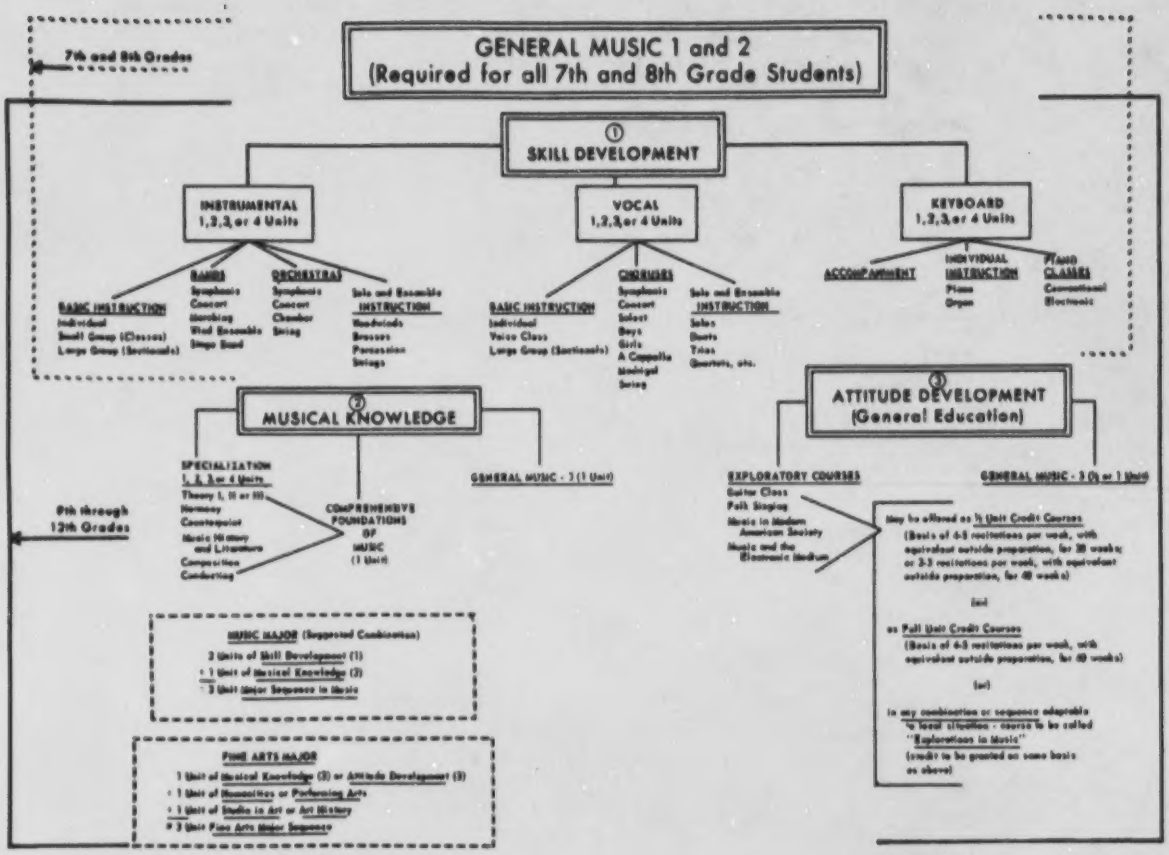
- To motivate students to explore a variety of musical literature in order that they may discover the value of music as a desirable mode of expression. An appropriate musical setting should be established through a repertory to include not only music of the past but of the present as well.

- To help students find values through esthetic experiences.

Program

Grade	*Description/Remarks*
7-8	Students in grades 7 and 8 are required to take a music course. General Music 1 and 2 are offered and they include: listening, singing, and reading music, creating music, playing instruments, and movement activities.

Grade	*Description/Remarks*
9-12	Electives are offered. Three units can provide a sequence under specified circumstances.


7th and 8th Grades
GENERAL MUSIC 1 and 2
(Required for all 7th and 8th Grade Students)
① SKILL DEVELOPMENT
INSTRUMENTAL 1,2,3,or 4 Units
VOCAL 1,2,3,or 4 Units
KEYBOARD 1,2,3,or 4 Units
BASIC INSTRUCTION
BANDS
ORCHESTRAS
Solo and Ensemble INSTRUCTION
BASIC INSTRUCTION
CHORUSES
Solo and Ensemble INSTRUCTION
ACCOMPANIMENT
INDIVIDUAL INSTRUCTION
PIANO CLASSES
② MUSICAL KNOWLEDGE
③ ATTITUDE DEVELOPMENT (General Education)
SPECIALIZATION 1, 2, 3 or 4 Units
COMPREHENSIVE FOUNDATIONS OF MUSIC (1 Unit)
GENERAL MUSIC - 3 (1 Unit)
EXPLORATORY COURSES
GENERAL MUSIC - 3 (½ or 1 Unit)
9th through 12th Grades
MUSIC MAJOR (Suggested Combination)
2 Units of Skill Development (1)
+ 1 Unit of Musical Knowledge (2)
+ 1 Unit Major Sequence in Music
FINE ARTS MAJOR
1 Unit of Musical Knowledge (2) or Attitude Development (3)
+ 1 Unit of Humanities or Performing Arts
+ 1 Unit of Studio in Art or Art History
+ 1 Unit Fine Arts Major Sequence

Performing Arts

Introduction

The major purpose of performing arts education is to enable all students to:

- Become aware of the arts processes and to participate in a variety of arts experiences, whether motivated to create, to practice, or to enjoy them
- Recognize that the arts are basic education and that they represent fundamental ways of knowing; that they are a part of, not apart from, life itself
- Learn the vital roles played by the arts both in contemporary life and as an essential part of our cultural heritage
- Develop a better understanding of themselves as individuals as well as the individuality of other people through arts experiences

In addition, the program attempts to identify and to encourage those students who have particular aptitudes for artistic impression and/or expression.

Curriculum guidelines have been established for local development of a Group III elective course in performing arts education. The guidelines suggest offering a one-semester or full-year experiential course for students who wish to complete a 3-year comprehensive fine arts sequence or broaden the scope of their education with an understanding and appreciation of the performing arts.

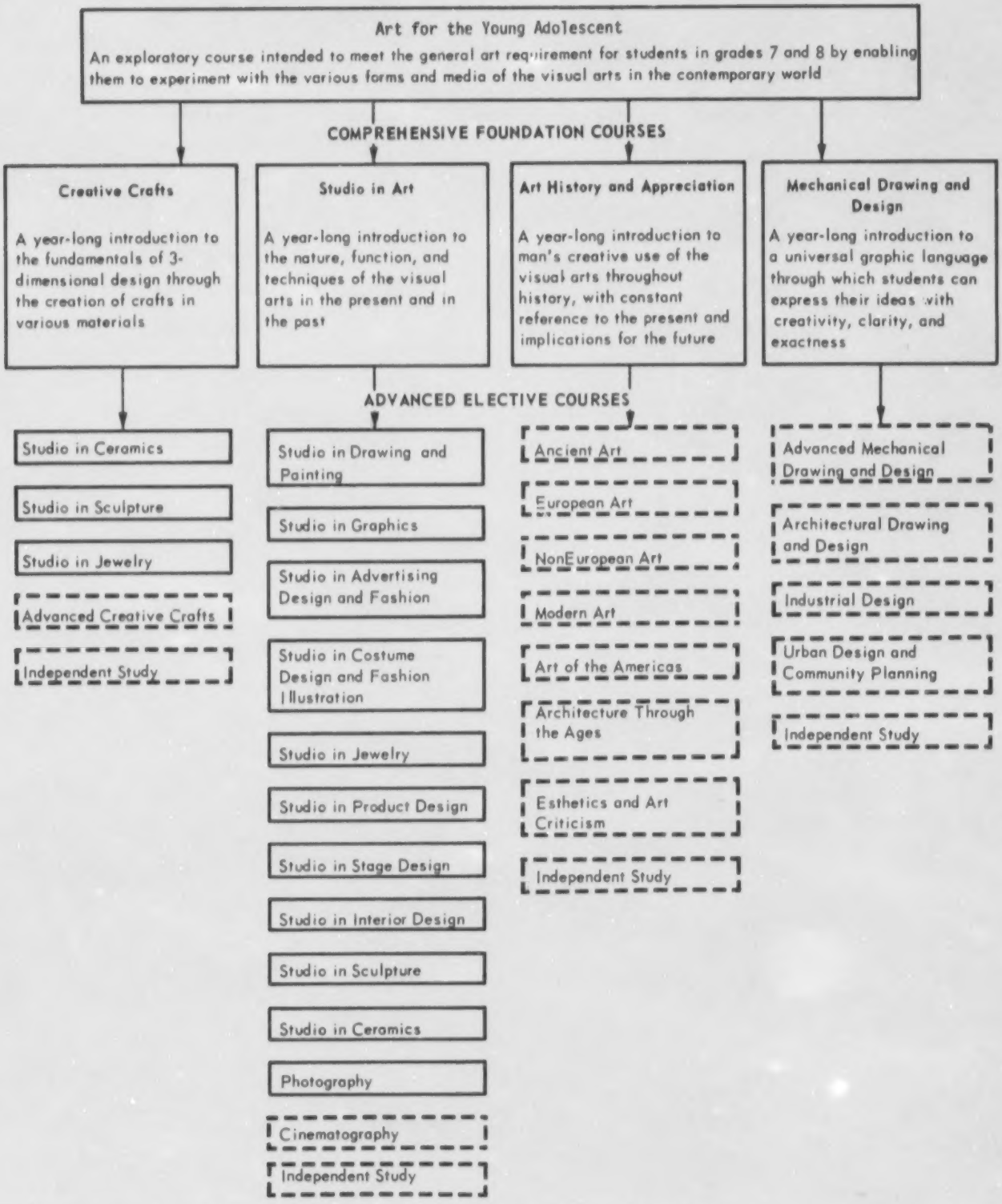
Students may qualify for a Comprehensive Fine Arts Sequence for either Regents or local diploma credit by earning a full unit of credit in each of the following areas:

- A foundation course in art, Studio in Art or Art History
- A foundation course in music selected from the Musical Knowledge or Attitude Development areas.
- A foundation course in Humanities or Performing Arts Education.

Program

Grade	*Description/Remarks*
9-12	Electives as described above may be offered.

Visual Arts


Art for the Young Adolescent
An exploratory course intended to meet the general art requirement for students in grades 7 and 8 by enabling them to experiment with the various forms and media of the visual arts in the contemporary world
COMPREHENSIVE FOUNDATION COURSES
Creative Crafts
A year-long introduction to the fundamentals of 3-dimensional design through the creation of crafts in various materials
Studio in Art
A year-long introduction to the nature, function, and techniques of the visual arts in the present and in the past
Art History and Appreciation
A year-long introduction to man's creative use of the visual arts throughout history, with constant reference to the present and implications for the future
Mechanical Drawing and Design
A year-long introduction to a universal graphic language through which students can express their ideas with creativity, clarity, and exactness
ADVANCED ELECTIVE COURSES
Studio in Ceramics
Studio in Sculpture
Studio in Jewelry
Advanced Creative Crafts
Independent Study
Studio in Drawing and Painting
Studio in Graphics
Studio in Advertising Design and Fashion
Studio in Costume Design and Fashion Illustration
Studio in Jewelry
Studio in Product Design
Studio in Stage Design
Studio in Interior Design
Studio in Sculpture
Studio in Ceramics
Photography
Cinematography
Independent Study
Ancient Art
European Art
NonEuropean Art
Modern Art
Art of the Americas
Architecture Through the Ages
Esthetics and Art Criticism
Independent Study
Advanced Mechanical Drawing and Design
Architectural Drawing and Design
Industrial Design
Urban Design and Community Planning
Independent Study

*Titles enclosed in dotted lines are suggestions for locally developed advanced elective courses.

Introduction

The visual arts program in the secondary school is intended to enrich the lives of all students by providing an opportunity for them to grasp the feel of art — to experience the excitement and satisfaction of individual creative expression and to appreciate the vision, the skill, and the achievement of the artist — through direct contact with the use of the various forms, dimensions, and media of the visual arts. Fundamental to the program are the principles of relevance, student involvement and participation, and respect for individual vision and expression.

The program presupposes the availability of a studio — a separate and clearly defined area provided with adequate working, demonstration, display, and storage space; proper heat and lighting for creative artwork; sinks with hot and cold running water and clay traps; spray booths; facilities for audiovisual presentations; equipment such as easels, printmaker's presses, potter's wheels, and kilns; and a wide variety and abundance of materials with which the students can work. The program further presupposes ready access to genuine works of art; frequent visits to galleries, museums, and institutes; and, ideally, personal contact with local artists or artists-in-residence.

Programs

Grade	*Description/Remarks*
7-8	Students in grades 7 or 8 are required to take a general art course. The course offered includes direct contact with the various visual art forms and media and encourages expression of students' surroundings in their own original artwork.
9-12	Three units are needed for a visual arts sequence.

Major Sequences

At the present time, there are four major sequences in the visual arts which can be offered for Regents credit:

- *Comprehensive Visual Arts.* Students who wish to receive Regents credit for this sequence must successfully complete the foundation course called *Studio in Art* and earn at least two additional units of credit in advanced art. One of these units may be earned in mechanical drawing and design. In addition, the students must satisfy one or more of the following requirements:

  - The successful completion of a locally prepared comprehensive art examination which covers the broad esthetic concepts explored in all segments of the 3-year sequence

  - The compilation of a portfolio of artwork consisting of 7-10 pieces, none of which exceeds 18" x 24" in size and at least two of which are in the same area (e.g., two watercolors, two posters, etc.). Slides or photographs may be included in the

portfolio as acceptable evidence of achievement in 3-dimensional artwork or crafts

- The development of large-scale projects such as murals, sculpture, community plans, or construction items. Slides, photographs, working sketches, notebooks, taped discussions, or other forms of descriptive material are acceptable as evidence of performance.

- *Art History and Appreciation.* Students desiring Regents credit for this sequence must successfully complete both *Studio in Art* and *Art History and Appreciation* and earn an additional unit of credit from the successful completion of two art history courses or one course in art history and another in humanities education.

- *Mechanical Drawing and Design.* Students who desire Regents credit for this sequence must successfully complete the foundation course called *Mechanical Drawing and Design* and two additional units in one of the following combinations:

  - 2 units in advanced mechanical drawing

  - 2 units in architectural, interior, industrial, or urban design

  - 1 unit in advanced mechanical drawing and another in design

  - 1 unit in *Studio in Art* and another in either advanced mechanical drawing or design

- *Comprehensive Fine Arts Major.* Students who desire Regents credit for this sequence must successfully complete the following:

  - 1 unit of *Studio in Art* (or art history)

  - 1 unit taken from courses relating to musical knowledge or attitude development

  - 1 unit of humanities or performing arts education

Examinations, Grades, and Records

All comprehensive final written examinations, to be used either for Regents or for local credit, must be prepared and graded by local art teachers and kept on file for possible review by members of the Bureau of Art, Music, and Humanities Education. Schools that are selected for review will receive notification two months prior to Regents examination week. Do not send student portfolios or slides to the State Education Department unless specifically requested by the Bureau. From the work submitted by those schools which are nominated for review, the Bureau reserves the right to keep one piece of original art from each student, and all photographs or slides. It is therefore imperative that all such material be clearly labeled with the name of the student, the name of the school and the school system, the name of the teacher, the date, and the titles and grades of each art course taken. Grading must include the 3-year average of the art courses taken by the student in its computation. This 3-year average is to be considered as 50 percent of the final mark.

Since programs of instruction in the visual arts are expected to be of the same high quality as programs of instruction in other subject areas, the student's marks or grades in the visual arts should be considered on an equal basis with those in his other subjects in determining his scholastic average and subsequent class rank.

Humanities

Introduction

The principles and techniques of humanities education are intended to permeate the entire educational structure in order to:

- Emphasize value-centered learning
- Enrich the lives of all students by identifying and satisfying their esthetic and creative needs
- Provide newer, more effective avenues to learning
- Incorporate the arts and the search for values into the curriculum of all students
- Involve students in planning learning activities

The humanities incorporate the use of contact curriculum; environmental learning; multimedia presentations; interdisciplinary team teaching; independent study; and frequent exposure to live performances, genuine works of art, and local artists and/or artists-in-residence.

Program

The humanities program "involves the student in an interdisciplinary study of the expressive works and ideas of man." It may include any or all of the following content areas: literature, music, the visual and performing arts, language, history, government and law, anthropology, psychology, religion, philosophy, esthetics, and the humanistic aspects of the natural sciences — so long as it emphasizes a concern for the development of the individual as an independent, sensitive, rational, and responsible member of the human world of which he is a part. Accordingly, the humanities program is intended to:

- Introduce all students to the study of the nature of man, the full development of his faculties, the realization of his aspirations, and the securing of his well-being
- Help students to come to know themselves; to understand the forces that have shaped their beliefs, their attitudes, and their fortunes; to develop a respect for the inherent dignity of each human being; to develop a critical sense that will allow them, as individuals, to select and preserve the best in human societies; to develop values through which society as a whole can be improved

Among the ways to achieve these objectives are:

- A half- or full-year Group III elective course in humanities education
- A core program in humanities for students in grades 9, 10, 11, and 12
- A humanities-oriented full-year course in a subject area such as art, English, one of the foreign languages, music, or the social studies

Sequences in the Practical Arts and Occupational Education

SEQUENCES in the PRACTICAL ARTS and OCCUPATIONAL EDUCATION

The Division of Occupational Education Instruction (474-2451) in the Office of Occupational and Continuing Education, is responsible for program sequences in the practical arts and occupational education. The program areas represented are:

Agricultural Education (518: 474 3947)
Trade, Technical, and Health Occupations (518: 474-1712)
Business, Marketing and Distributive Education (518: 474-6240)
Home Economics and Industrial Arts (518: 474-3955)

Inasmuch as the process of Futuring of Occupational and Practical Arts Education is underway, specific program sequences, curriculum descriptions, and publications lists for these areas are not included in this handbook. Inquiries about local school needs in these areas may be directed to the units named above. When the Futuring process has been completed, information regarding its impact on program considerations will be distributed to schools.

Other Curricular Emphases and Adaptations

The Advanced Placement Program

The Advanced Placement Program is a nationwide undertaking in which high schools provide college-level courses for their most capable students. The College Entrance Examination Board provides course descriptions for the program and prepares examinations based on these courses. The colleges, in turn, consider the students and their examination results for credit and advanced placement in their own institutions.

The basic premises of the Advanced Placement Program are that many high school students are ready for college freshman work and that such ability should be recognized, given encouragement, and rewarded.

Requirements

The student who is considering the Advanced Placement Program as part of the high school career should:

- Enjoy learning
- Have developed good study habits
- Have a high motivation for college work
- Have a good academic record
- Be able to see a job through

The parent of the prospective Advanced Placement student should understand that:

- It is possible for a high school student to earn college credit
- The A.P. student will be expected to study and perform academically at the college freshman level at home as well as in school
- The A.P. student usually finds adjustment to college relatively easy
- The credit or advanced placement awarded by a college depends largely upon the results of the A.P. examinations given each May

A teacher who has accepted the challenge and responsibility of the Advanced Placement classes must:

- Have an excellent academic background
- Study continually in order to keep abreast of the latest developments in the field
- Organize class periods and assignments so that they are comparable in quality to college work
- Devote extra time beyond what is normally required for the preparation and evaluation of instruction

Operation of Program

A high school enters the Advanced Placement Program by offering college-level courses to its qualified students. The program has no membership requirements, and a school that wishes to undertake advanced work does not need to secure permission to do so. The school, however, should be well aware of the level of aspiration of the program and plan its offerings with adequate care and foresight.

Many smaller schools have arranged for individual pupils to carry on advanced studies with tutorial help either from a faculty member or from an interested and qualified local citizen. Ambitious students who have studied independently have successfully written the Advanced Placement examination.

The college of the student's choice receives a report which includes a description of the advanced course or courses taken, the school grades earned, the Advanced Placement examination paper written by the student, and the score received.

The Advanced Placement Program encourages these colleges to reward good work by granting advanced placement and/or credit to the student. However, college policies concerning the award of placement and credit vary, and individual catalogues should be consulted. If a catalogue carries no statement on Advanced Placement, inquiries should be directed to the Office of Admissions. The College Entrance Examination Board publishes a bulletin titled, "College Advanced Placement Policies," which lists the qualifying Advanced Placement examination grades normally accepted in each area by each college participating.

Each May, the Advanced Placement examinations are administered to measure academic competence. Examinations are offered in English, American history, European history, French, German, Latin, Spanish, mathematics, biology, chemistry, physics, art, and music. All are three hours in length and are largely essay type.

In order to partially offset the administrative costs of the Advanced Placement Program, each candidate is required to pay $5 to register and an additional $38 for each examination taken. These fees cover all costs to the student and provide for construction and scoring of the examination as well as for the transfer of papers and records to colleges and high schools.

The New York State Education Department provides its services to any school wishing to introduce Advanced Placement into its curriculum. A number of publications describing the many details helpful in establishing a successful program are available, and field supervisors visit interested schools upon request to help with unique or local considerations.

The Board of Regents has endorsed the Advanced Placement Program as a commendable method of improving the educational opportunities for able and ambitious students, as well as for improving high school-college relationships.

Bilingual Education

Introduction

New York State schools regularly enroll children whose original language is not English and who, therefore, have difficulty in understanding, speaking, reading, and writing English. These children need an appropriate instructional program since they cannot be educated effectively through ordinary classroom instruction. They can, however, benefit from special services and programs of instruction designed to meet their needs.

School districts should establish programs to provide instruction adapted to the needs of these students. The Bureau of Bilingual Education deals with all programs of instruction for students with limited English proficiency. Schools having such students may secure assistance in establishing programs through this Bureau.

In order to help children of limited English proficiency (LEP) who are of foreign birth or ancestry and who speak a language other than English, special instruction may be conducted under two broad categories: English as a second language (ESL) or bilingual education (which includes ESL instruction). Instruction which recognizes the relationship between the two languages and the nature of the child's first and second language tends to give the best results.

Funding sources for bilingual education and ESL programs include: ESEA Title VII, ECIA Chapter I/PSEN, New York State Chapter 53 of the Laws of 1981, New York State Chapter 268, Refugee Assistance Act/Transition Program for Refugee Children and, local tax levy.

Although bilingual education and ESL programs must adhere to the specific regulations of the individual funding source(s), New York State Chapter 827, along with Part 154 of the Regulations of the Commissioner, generally considered to be the "umbrella" program, provides guidance for establishing programs for limited English proficient (LEP) students. These include:

- Identification, assessment, and placement of eligible students;
- Determination of continued student eligibility (annually); and,
- The design of a bilingual education (required under certain conditions) or ESL district plan

Program

Bilingual Education

A bilingual education program uses two languages for instruction, one of which is English. The program provides LEP students with learning experiences and academic growth in the language they understand while simultaneously providing ESL instruction. Such instruction is provided until the students' English proficiency permits them to progress successfully through the required curriculum in the English language at a rate similar to their English-proficient peers.

There are many different organizational patterns, such as:

- Self-contained classes, where students remain in the same room for most of the day
- Team-teaching, with native language instruction for half the school day and instruction in English for the rest of the day
- Departmentalization, where students are grouped according to subject matter and language of instruction

Whether these or other organizational patterns are selected, identification, assessment, proper placement, and evaluation of students are all essential elements of the program.

English as a Second Language (ESL)

The purpose of the ESL program, as of the bilingual education program, is to assure that all LEP students acquire the English language skills which will enable them to complete the required curriculum in English. ESL is specialized instruction in the English language with specific methods and techniques designed to teach a second language. In some cases, subjects such as mathematics, science, and social studies are also provided through these specialized language teaching techniques.

Each district should design an ESL program best suited to the needs of the LEP students, while taking into consideration the district's resources and goals. All ESL programs, however, should have the following elements:

- Instruction in listening, speaking, reading, and writing in English
- Instruction in required subjects, using an ESL approach whenever possible, and closely coordinated with the ESL instructional program
- Integration of the students to prevent segregation for the entire day

Curriculum

The newly released New York State Core Curriculum for ESL in the Secondary Schools is designed for all high school ESL programs. The four instructional levels, beginning, intermediate, advanced, and transitional, focus on listening, speaking, reading, and writing skills in English. Cultural contexts and language functions (such as seeking information, apologizing, etc.) are also included. A New York State Test of ESL, to accompany the curriculum, is currently under development. Publications in support of this curriculum and bilingual education programs in general, are available from the Bureau of Bilingual Education. (See pages 92-93 of the Appendix.)

Regents Competency Tests

Alternative testing procedures have been established, permitting LEP students to take Regents competency tests in their native language, under certain circumstances. Administrators should be aware of this provision, and may obtain specific information on the alternative procedures in the *Regents Examinations and Competency Test School Administrator's Manual*, available from the New York State Education Department, Bureau of Elementary and Secondary Testing Programs.

Computers

Computers and their applications are increasingly pervasive in our society. They provide for the public, with astonishing speed, a large amount of information and processes in the fields of business, industry, government, science, and related fields. In education, computers can provide data about students, record student progress, and assist student learning through drill and practice, tutorials, games, and simulations. Qualified students can pursue careers as computer programmers, operators, or analysts. Some form of computer literacy would be appropriate study for many, if not all, high school students.

In response to the needs implied above, and to the phenomenal rate of change in computers, computer literacy courses submitted to the State Education Department for approval should include the following content:

- What computers are and how they operate
- What computers can and cannot do
- Typical application of computers
- Flow charts and programs (software)
- Hardware: Its uses and limitations
- Software: Its uses and limitations
- Hands-on experience with a computer: keyboard, basic commands, and statements
- Positive attitude toward experiences with computers

The course description submitted for approval should also include:

- A rationale (Why is this course being offered to these students?)
- Specific objectives for students to achieve
- Activities which require maximum participation by students
- Specific techniques for evaluating student achievement of the above objectives
- A list of textbooks and other material used

Experience suggests that close adherence to the above criteria will result in the students' best interests being served.

General Education Work Experience Programs

Description

Since 1945, under the auspices of the Assistant Commissioner for General Education and Curricular Services, the General Education Work Experience Program (GEWEP) has provided an opportunity for students to earn income and school credit.

Credit

Credit granted for an approved basic program and a course of related instruction may be certified by the principal in Group III toward the electives for a State or local high school program as follows:

One unit of credit may be earned if the student completes the following two minimum requirements:

- 300 hours of work experience for a school year
- One 40-minute period per week of related classroom instruction. This may be group or individual counseling, remedial instruction, or in acquisition of life, coping, and basic competencies

Program Planning

To establish the basic General Education Work Experience Program, the local school superintendent or principal should complete the Application for Approval of a General Education Work Experience Program which may be obtained from the Coordinator of General Education Work Experience Program, Room 663, Education Building Annex, State Education Department, Albany, NY 12234.

Activities

Prior to employment and while on the job, the student should receive instruction or counseling. This may be provided by a certificated teacher or guidance counselor on a group or individual basis. Under the basic General Education Work Experience Program, the student worker should have a minimum of one period a week of such assistance. An approved course of Related Classroom Instruction will provide the normal daily period of in-school instruction. These alternatives provide maximum flexibility in local planning and implementation of individual student programs and activities. The student, the employer, the teachers, the guidance counselor, and the program coordinator may work within the scope of the above alternatives to adapt to most local curriculum scheduling and employment possibilities.

THE WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

The Work Experience and Career Exploration Program (WECEP) is a Federal Labor Department-initiated program established under Title 29, Chapter V, Part 570 of the Code of Federal Regulations, November 5, 1969. Subsequent revisions and applications by the State Education Department now have WECEP

approved for New York State. The WECEP regulations supersede the State regulations which have permitted 14- and 15-year-olds enrolled in the General Education Work Experience Program (GEWEP) to have the same privileges as their 16- and 17-year-old schoolmates. Currently, the maximum hours for which minors may be employed when school is is session, if they are enrolled in a State-approved work experience program, are as follows:

- Under Federal regulations for WECEP, 14- and 15-year-old inschool students may work maximums of 3 hours per day and 23 hours per week.

- Under State regulations for GEWEP, 16- and 17-year-old inschool students may work maximums of 4 hours per day and 28 hours per week.

When school is not in session, 14- and 15-year-olds may work up to 8 hours per day and 40 hours per week, while 16- and 17-year-olds may work up to 8 hours per day and 48 hours per week.

General Education Work Experience Programs, with no participants under 16 years of age, are not affected by the Federal regulations. However, if a school has, or anticipates having 14- or 15-year-old student participants, it is recommended that it submit the (see page 68) one-page Application for Approval or Re-Approval of a General Education Work Experience Program, with the Extension for the Work Experience and Career Exploration Program appended.

Principals who do not have GEWEP and WECEP available as alternative education programs for student-workers to earn up to two units of Group III elective credit toward the high school diploma should submit the enclosed Application. If all criteria are met, a 3-year approval will be given for both programs simultaneously.

The criteria to be considered for approval of GEWEP, with an extension for WECEP, are taken from Part 570, Child Labor Regulations, Orders and Statements of Interpretation of Chapter V, Wage and Hour Division, Department of Labor, Title, 20.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
The Division for Curriculum Services

APPLICATION FOR APPROVAL OR RE-APPROVAL OF A GENERAL EDUCATION WORK EXPERIENCE PROGRAM

Name of School _____

Address of School _____

Work Experience Coordinator _____
Name Title

Number of participating students _____ Coordinator's Telephone _____

YES OR NO

Does the GEWEP Coordinator visit each student on the job at least once a month? _____

Is the program available to all students? _____

If not, to what category, major, grade, age, etc., is the program restricted and why?

_____

(Continue on the back of this form, if space is needed.)

Will student workers be able to earn school credit on the basis of one credit for 300 approved hours on the job? _____

Does each student in the program get at least one period per week of related classroom instruction or guidance from a licensed teacher or guidance counselor? _____

Is another credit per year granted for a daily course in related classroom instruction in coping skills and/or basic competencies in reading, writing, and mathematics? _____

If so, has the course been approved by this Division? _____

Are students working in a progressive learning situation, under a written program developed with the employers, with continuity of employment? _____

Are students legally employed according to "Laws Governing Employment of Minors in New York State"? _____

Do the cooperating employers cover your students with Worker's Compensation Ins.? _____

Is each participating student meeting the other Group I, Group II, and Group III requirements for a high school diploma? _____

EXTENSION FOR APPROVAL OF A WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM (WECEP)

Do you expect to have 14- or 15-year-old students enrolled in WECEP and employed in school or in outside public or private firms? _____

Will you complete a Cooperative Training Agreement for each student worker and send a copy to the GEWEP/WECEP Coordinator, Room 663 Education Building Annex, State Education Department, Albany, NY 12234 _____

Date _____ Principal's Signature _____

Principal's Telephone _____ Principal's Name in Print _____

Native American Education

On September 1, 1973, the State Education Department created the Native American Education Unit to ensure that all of the State's responsibilities to Native Americans (American Indians) in elementary, secondary, higher education, and continuing education were coordinated and focused.

Article 83 of the Education Law provides authority for the education of Native Americans living on the eight reservations and Oneida Nation lands. Education is provided by a contractual arrangement with twelve adjoining public school districts. Additional contractual arrangements are arranged between the Education Department and the LaFayette, Salmon River and Niagara-Wheatfield Boards of Education for the operation of the three state-owned schools on the Onondaga, St. Regis Mohawk, and Tuscarora Reservations.

Specific duties and responsibilities of the Native American Education Unit include:

- Encourage cooperation between SED personnel, tribal officials, and contracting school district representatives to establish objectives and priorities for the development of educational programs
- Develop and coordinate the Education Department's plan including:
  - Budget requests and recommendations
  - Contracting with public school districts
- Inspect and evaluate the reservation school facilities, grounds, and equipment to determine needs for rehabilitation, repairs, additions, and capital construction
- Disseminate: *Student Aid for Native Americans at Postsecondary Institutions in the State of New York.*
- Prepare and review pertinent legislation
- Coordinate State and Federally-funded services and programs for Native Americans that are funneled through the Department
- Organize workshops and conferences to advise and instruct contracting school district personnel and tribal officials in matters relating to:
  - School management
  - Finance
  - Supervision
  - Administration
  - School-community relationship
  - Curriculum development
  - Instruction
  - Supportive services

- Maintain records and supervise the collection, compilation, and dissemination of statistical information and narrative reports concerning the status, progress, and problems of Native American education

- Serve as requested on committees, task forces, and advisory groups to provide information about Native American concerns

- Maintain contact with the Office of Indian Education, U.S. Office of Education and Bureau of Indian Affairs, U.S. Department of the Interior for current information relating to Federal programs, services, and funding as well as national trends in Indian education

- Develop cooperative working relationship with Statewide Indian organizations, tribal organizations, and urban Indian organizations

- Provide technical assistance and support for Native American proposals, projects, workshops, and conferences

As time permits, sensitivity training presentations can be provided to non-Indian staff and students. The Native American Education Unit can also provide names and addresses of resource persons for specific purposes.

Pupil Support Services

The Division of Child Development, Parent Education, and Pupil Support Services is a unit within the Office of General Education. It includes the Bureau of Child Development and Parent Education and the Bureau of Pupil Services. The Student Affairs Task Force also operates within the Division.

The Division Office provides the following for local school district personnel:

- Five issues annually of the *PPS Digest*
- Comprehensive reviews of local pupil service programs
- A series of five conference calls annually to interested pupil service directors
- Resources relating to school discipline, pupil records, interagency cooperation, and student leadership
- Technical assistance related to child development and parent education

BUREAU OF CHILD DEVELOPMENT AND PARENT EDUCATION

The Bureau of Child Development and Parent Education focuses on providing technical assistance to elementary and secondary schools in two specific areas:

- Enhancing knowledge about human growth and development with a focus on understanding that how children and youth learn is equally as important as what they learn
- Encouraging the involvement of parents in the education of their children based on data which clearly show that parent involvement of any kind increases children's academic achievement

BUREAU OF PUPIL SERVICES

The Bureau of Pupil Services provides assistance to local school districts, shared services boards, higher education institutions, and others who are responsible for improving pupil learning, teacher effectiveness, and administrative efficiency in matters of career guidance, career education, school psychological, school social work, and school attendance services. In effect, the Bureau consists of four separate but coordinated units. Therefore, a separate description of each unit follows.

School Psychological Services

The goals of this unit are to provide assistance, as stated above, through a wide variety of activities. Children who benefit are not only those who are handicapped but also those who are slow to learn, those with significant but non handicapping learning difficulties, those who become

lost within the school and who frequently end up as mental dropouts or discipline cases, those who turn to delinquency and violence, and all others who need the kind of educational and developmental assistance a school psychologist might provide. Hence, the school services which are overseen by this unit are intended for all pupils, not just those who are handicapped.

By informational, consultative, evaluative, and regulatory activities, this unit assists in the improvement of services offered by those who are in close touch with pupils at the local school level. Field visits are sometimes initiated at the Department level when the Regents determine that local school district visitations should be undertaken in accordance with stated plans for registration review or for other evaluative or consultative purposes. Unit members conduct local, regional, or statewide workshops for school psychologists for the inservice improvement of local professionals in education. The unit produces or collaborates in producing guidelines and publications on pupil screening, individual psychological examinations, and other relevant psychoeducational considerations. (See page 95.) The unit is involved extensively in interagency coordination and cooperation toward those ends, and frequently provides or assists in providing conference programs. The internship of school psychologists in training is stimulated in the schools through efforts encouraging colleges and universities to work through local educational units while providing training for school psychologists.

The unit reviews shared services applications in psychological services, reviews local educational unit compliance with legislation and regulations applying to school psychological services, and assists school psychologists as mandated members of local committees on the handicapped to do their work effectively within the educational setting.

School Social Services

This unit's goals include the application of social work techniques and procedures in the improvement of pupil education. The importance of the role of parents and family are emphasized as part of the pupil's capabilities for benefiting from education. The school social worker is frequently the liaison between the school, home, and community. Functioning in ways similar to that of the psychological services unit described above, this unit places considerable emphasis on aspects of child growth and development which may require social worker intervention. The school social worker is a key link in the chain of mental health and community services which may need to be enlisted to help a pupil attend school and learn. Local educational units are encouraged to coordinate efforts to serve de-institutionalized children, with efforts made to resolve problems related to tuition payments for foster children. Attention is given to the relationship between child protective services units and the schools. Publications and other resource material are made available for the reporting, amelioration, and elimination of child abuse and neglect problems. (See page 95.)

This unit assists school districts and other educational units to develop programs for children with social adjustment problems, to better understand and deal with individual pupil characteristics and home conditions which influence the ability to learn, to develop a better understanding and working relationship with community agencies in areas of mutual concern, and

to extend social work services to nonpublic schools. Special emphasis has been given through publications and otherwise to the importance of gathering and using the social history in the improvement of educational planning. Child and parent counseling are encouraged as local educational unit services which improve a child's accessibility to education, and which bridge the gap to community services referral.

School Attendance Services

This unit is responsible for the administration of the provisions of the compulsory education and school census articles of the Educational Law. The basic mission of the unit is to protect and secure for every child his/her right to an education. Leadership is given to local school districts in the development and administration of attendance programs including pupil accounting, census, suspensions, class cutting, and employment certification. Assistance in the identification and adjustment of children with attendance problems continues to be a most important unit function.

Technical assistance in the above-mentioned areas is provided to schools through telephone calls, letters, workshops, and school visits. School districts are encouraged to develop written statements of their attendance programs.

Schools have a responsibility to see that all children come to school every day if they are mentally and physically fit to attend school. Regular attendance is primary to the learning process. Much school absence is avoidable and it is in this area that the emphasis should be placed. A child with problems originating within himself, the home, or the community, and which prevent regular attendance, should be served on an attendance casework basis until such problems are resolved. The major function falling within this area of service consists of the removal of obstacles standing in the way of regular attendance. School Attendance Services publications are listed on page 95.

Career Guidance and Career Education

This unit is responsible for two programmatic areas: career guidance and career education. It provides technical assistance and resources to local school districts in program planning, development, implementation, and evaluation. Through regional and local workshops and publications, it addresses the current needs of school counselors and other professional staff related to these areas. Dissemination of information on good practices, programs, and procedures is another important role for this unit.

Career guidance is governed by Commissioner's Regulation 100.1 (g), adopted by the Board of Regents on June 25, 1982, which establishes minimum requirements for guidance programs.

The guidance program in public schools for all students in grades 7-12 must include the following activities and services:

"(a) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups of students;

(b) instruction at each grade level to help students learn about various careers and about career planning skills;

(c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement post-secondary education and career plans, to help students who exhibit any school behavioral or adjustment problems, and to encourage parental involvement;

(d) the services of personnel certified or licensed as school counselors."

A written district plan for guidance must be on file in each district office. The plan must describe how the aforementioned required activities and services will be provided as well as program objectives, staff and resources assigned, and provisions for the assessment of program effectiveness. Annual review of the district plan is required with revisions to be made as necessary.

The career guidance unit stresses the need for all pupils to develop and acquire the skills, abilities, knowledge, and attitudes necessary to plan for their future. It focuses upon the key concepts of data gathering, self-understanding and understanding of others, value clarification, problem-solving and decisionmaking, personal planning, and job acquisition/retention. Assistance is provided to local districts related to guidance plan development and includes the option of a review of such plans.

Career Education Incentive Act efforts in the State, which end on September 30, 1983, have been administered through this unit. Within the Education Consolidation and Improvement Act of 1981, career education is an authorized activity contained in Section 582 of Chapter 2. Local districts may use all or part of their Chapter 2 allocation to support career education activities. Infusion techniques (see page 82), community-based experiences, instructional units, and career resource centers are examples of strategies and/or practices which help students to understand the relationship between education and career development. The career guidance unit provides technical assistance to school districts related to program development, implementation, and evaluation. Materials and resources from previously funded career education projects are available for dissemination. (See page 95.)

Programs For Potential School Dropouts – The School To Employment Program

STEP is a work-study program for 15-year-old potential school dropouts. The goal of the program is to help potential dropouts develop employability before they leave school at age 16, or to enable them to reenter the regular high school program.

STEP is an intensive one-year program of remedial instruction, group counseling, orientation to the world of work and part-time employment.

The STEP program is defined by Education Law Section 4606 and Commissioner's Regulations 141.8. The program has been offered in over 70 New York State high schools and has a holding power of approximately 70% over a one-year period.

Pupils admitted to STEP are assigned to a teacher-coordinator who provides program leadership, instructional, and guidance services, and work site supervision. One coordinator works with a group of 20 to 25 pupils. With the assistance of an aide or paraprofessional 40 to 50 pupils may be enrolled in the program.

School systems interested in initiating a STEP program should contact the Bureau of Pupil Services for technical assistance. STEP publications are listed in the Appendix on page 96 .

STUDENT AFFAIRS TASK FORCE

The Student Affairs Task Force is composed of one member of the Department's professional staff, charged with facilitating the exchange of views and information between secondary students, the Commissioner of Education, the Board of Regents, Legislative Commissions and the Education Department staff. The Task Force helps to keep various Department units informed of educational issues from the student perspective and coordinates meetings of the Commissioner's Student Advisory Committee. The Student Affairs Task Force is involved in advising students and administrators throughout the State on constructive means of student participation in the planning and governing of educational programs.

In addition to the above responsibilities, the Task Force works in the following areas:

- Conducting Workshops — In conjunction with the preparation and distribution of the Department's publication, *Guidelines for Student's Rights and Responsibilities*, the Task Force is available to assist school districts with regional workshops concerning this important topic.

In addition, workshops concerning student government, leadership, discipline, and involvement are provided by the specialist.

- Leadership Training: Workshops and Institutes — The Task Force is available to work with schools and school districts in planning and implementing a student leadership workshop. Specifically, the Task Force, when requested, will supply the sponsoring school with an informational packet, and will be involved with the workshop as speakers or participants.

  The Student Affairs Task Force sponsors a biannual Summer Leadership Training Institute. The Institute is an intensive four-day learning experience. Areas dealt with include: student involvement, student government structures, human relations and communications, group process, responsible journalism, and leadership skills.

- Providing a Resource Center — The Student Affairs Task Force serves as a resource center for student affairs information. For example, information is available on student rights, student involvement in education, national and state student organizations, youth centers, and senior year programs.

- The Student Advisory Committee (SAC) — The Student Affairs Task Force serves as the coordinator of the Student Advisory Committee, a group of 19 students from all regions of the State. It meets in Albany four times a year to advise the Regents, the Commissioner, Department personnel, and Legislative Commissions regarding all areas of student affairs, particularly issues of current student concern. Members of the committee are elected yearly by the student bodies of 19 schools, which are selected randomly by computer, with provisions to insure that each region of the State is represented.

  In addition to meeting with educational policymakers and administrators, the Student Advisory Committee prepares recommendations on specific issues which the members identify as priority areas of student concern.

(See the list of Task Force publications on page 96.)

Resource Allocation Plan

When the Board of Regents established the Competency Testing Program to ensure that all high school graduates master the basic skills of reading, writing, and mathematics, the State Education Department recognized the need for a better coordinated means of delivering services and resources directly to local schools. The Resource Allocation Plan (RAP) was designed to accomplish a unified process for resource allocation to strengthen collective judgment, to focus ESC efforts, and to facilitate the reallocation of resources to increase the effectiveness of local programs. The total RAP effort is designed to raise student performance by defining problems and exploring solutions at the school building level.

A district may join the Resource Allocation Plan by sending a request to the District Superintendent, through a recommendation following a registration visit, or through a recommendation by a Department staff member following a supervisory visit. As a result, the district or school may be designated a Resource Allocation Plan district and receive short-term service through the Resource Allocation Plan, or be assigned a District Representative (DR) for a long-term relationship between the Department and the district.

The most comprehensive service is the assignment of a Department Representative to a school or district. This assignment includes on-site consultation and assistance in identifying needs and developing plans for program improvement. The Department Representative assists the district to determine major priorities, define problems within these priorities, identify and pursue the most appropriate of possible alternative solutions, and evaluate the process and the results.

A major thrust of the Resource Allocation Plan is the coordination of service delivery to designated schools. All technical assistance, consultative services, and monitoring visits provided to RAP districts by Department personnel are coordinated by Department Representatives and the Resource Allocation Plan office. In this way, Department services and resources are tailored to meet the identified needs of the district and are effectively woven into the district's comprehensive plans.

The School Library Media Center

The library media center in the secondary school responds to the requirements of the educational program of the school it serves. As curricula increasingly stress individualization, inquiry, and independent learning for students, there is an increasing responsibility for the school library media center to provide appropriate instructional resources and to develop the skills for their use.

Objectives

In order to support the work of the classroom, the school library media center seeks to:

- Acquire, store, produce, and retrieve resources in a variety of formats and to make them easily and quickly available
- Guide students to locate materials readily; to read, view, and listen with discrimination; to identify ideas and concepts; to analyze and synthesize; and to establish a lifelong habit of inquiry
- Create an environment to which students and teachers will naturally turn to meet curricular requirements as well as to satisfy personal interests
- Provide teachers with a full program of services which support their instructional requirements, assist in curriculum development, provide inservice work in the use of new materials, and make available a variety of professional materials

The Collection

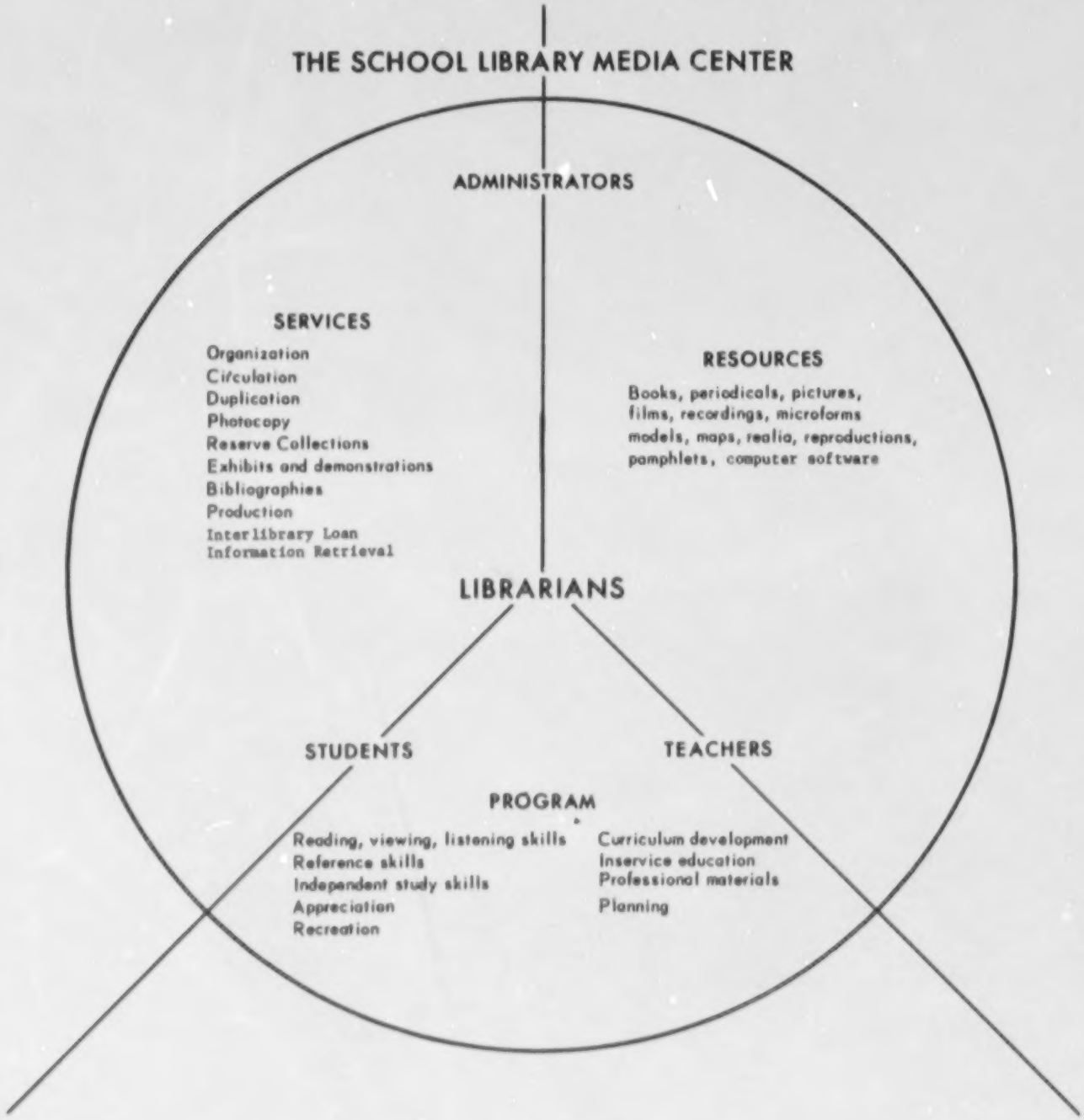
The collection of the secondary school library media center should provide for the full range of abilities of the student body. The collection must contain sufficient resources to meet the most important and most frequent needs of its clientele. Coordination and cooperation with other libraries provide access to materials an individual library media center does not own.

The requirements of the curriculum of the school determine the qualitative and quantitative "balance" of the collection. Some subject areas will need in-depth coverage while a selection of general resources will suffice for others. Materials are also acquired to stimulate and encourage the recreational and developmental interests of students. Knowledgeable selection of these materials requires an understanding of the total community, its cultural and economic patterns, its aspirational levels, and familiarity with the curriculum.

The collection of the school library media center is varied in format. In addition to the traditional hardcover books, the following materials are included in the collection: paperback books, periodicals, newspapers, pamphlets, clippings, documents, reproductions, charts, posters, computer software, 8mm films, filmstrips, tape and disc recordings, slides, microforms, transparencies, video tapes, resource files of people and places, maps, globes, kits, art objects, models, replicas, and other realia. As technological improvements occur, school library media centers acquire and

provide the appropriate resources necessary to support the instructional activity in the classroom.

There is continuous evaluation of the collection and curriculum needs as a basis for selection and maintenance of appropriate materials, for the removal of materials no longer appropriate, and for the replacement of lost and worn materials of educational value. The equipment needed to use non-print materials is available in classrooms and the school library media center. Computers and other products of emerging technologies are located in the center for ease of access and basic use training.



With the great variety of resources available, it is important that the school adopt a written policy for the selection of school library media materials. This ensures that, with due consideration for budgetary requirements, the collection will continue to meet the needs of the school. Selection of materials is the responsibility of the professional personnel who are familiar with the curriculum, teaching methods, and the ability levels of users.

The Services

In addition to the activities specifically designed to develop the skills of students, the school library media center:

- Provides for the circulation of all library media resources
- Assembles special collections for a specific learning activity or for a particular group of students (remedial, enrichment, special interest). The resources may be solely from the school collection or may be combined with materials from other agencies such as public or college libraries, museums, or private concerns
- Develops and distributes annotated, thematic, multimedia bibliographies
- Produces, or assists students and teachers to produce materials which supplement those available commercially
- Provides duplicating services for teachers and students
- Provides resource personnel for bibliographic instruction or book talks in the classroom when requested
- Sponsors exhibits and demonstrations for teachers and students
- Keeps teachers advised of student progress and problems
- Provides guidance to teachers and administrators on the evaluation and selection of instructional resources including those related to computers and other products of emerging technologies
- Extends access to resources as needed by students, teachers, and administrators through active participation in interlibrary loan and other resource-sharing agreements with libraries and other agencies

The Teacher Program

Instruction in the use of the school library media center and its resources is an integral part of the curriculum. Most of the teaching will be done on an individual basis as the student requires a particular skill. However, certain broad areas should be planned and taught cooperatively by teachers and school library media specialists who have the ability to efficiently acquire information, thus providing a basic core of experience to all students. Presented in the middle or junior high school, reinforced and expanded in the senior high school, this core would include:

- Orientation to the school library media center: its organization, resources, services, and administration

- Use of proper search strategies including familiarity with appropriate guides to the various disciplines and the ability to locate a variety of media, interpret information, and compare and evaluate several sources

- Reading, viewing, and listening skills: the ability to distinguish fact from opinion or propaganda, to appreciate style and artistic integrity, to skim effectively, and to extract the desired information in the form of notes or, perhaps, a graphic representation

- Independent study skills: the ability to locate materials easily, to handle equipment competently, to produce or reproduce materials, to use bibliographic form, and to organize the various components of a research activity, including time

- Course-related bibliographic instruction paralleling student progress in the discipline

- Instruction using more sophisticated libraries, computerized catalogs, and other classification systems

The grade placement, the size of the group to be taught, who does the teaching, and the time allocation for specific portions of this program depend on local program needs. It is necessary to know how effective the elementary school library program is, whether administrative policy encourages student use of the school library media center, and to what degree the curriculum is based on individualization and independent inquiry.

Teachers and school library media specialists should develop a sequential plan of instruction which is designed to fit the local educational program.

Implementation

Certain factors are essential to the development of a sound school library media program:

- The active support and leadership of the superintendent and principal
- The cooperation of an enthusiastic faculty
- The specialized knowledge and experience of a qualified school library media staff
- The provision of a budget adequate for necessary resources and equipment, and a facility which adequately meets program needs

Recommended quantitative standards for the school library media center are available from the Bureau of School Library and Media Programs. (See page 96.) Useful references include the following:

Davies, Ruth Ann. *The School Library Media Program: Instructional Force for Excellence.* R.R. Bowker. 1979. 000 163

Media Programs: District and School. American Library Association and Association for Educational Communications and Technology. 1975 104 341

Nordling, Jo Anne. *Dear Faculty: A Discovery Method Guidebook to the High School Library.* F. W. Faxon. 1976.

Strengthening the Curriculum . . . Infusion

There are numerous societal/educational concerns which are not addressed directly within, or by, the program areas. Such topics or concerns as energy, environment, careers, and consumer education merit greater attention than a literal reading of the various syllabuses and supplements might suggest they receive. Most of the program areas, by their very nature, lend themselves to consideration of these concerns, thus obviating the necessity of treating energy, environment, careers, and consumer education as separate instructional entities. Rather, it is simply a matter of dualizing subject area objectives and activities so that they serve both the discipline and the topic to be infused or integrated.

Recent Department curriculum publications have reflected this belief that these all-important, albeit quasi-disciplinary, topics are readily infusable in many areas of the curriculum. As far as local curriculum development is concerned, the infusion process described below suggests a simple formula for curriculum modification or integration which can be implemented in varying degrees at any level of instruction and in almost any course of study. At least, the procedure requires a small amount of additional planning time for a teacher and, at most, it suggests a modest expenditure of district funds which will support such modification of the curriculum on a district wide basis.

Infusion...A Process

The sequence of steps in this process is in no way intended to be an arbitrary, lock-step approach to the infusion into the curriculum of consumer, career, energy, or environmental concepts and activities. Rather, it is intended that, while the method developed proved efficacious, the various steps are prone to modification depending upon local exigencies, and in fact, some steps might prove to be readily interchangeable. In general, the process is a utilitarian adaptation of the "scientific method" to the problem of incorporating additional, but related, objectives, understandings, and activities into existing curricula.

- Assess or develop the awareness of the topic to be infused. Discuss the significance of the topic to the students, community, and society and determine to what extent awareness or knowledge already exists.

- Select the specific aspect of the topic which is to be incorporated into the instructional program area. Some examples are: mass transit (environment), home heating costs (energy or consumer), economic prospects in the job marketplace (careers).

- Identify the subject area lesson or units which relate to or support investigation of the selected element of the topic to be infused. For example, the environmental ramifications of mass transit commuting versus private vehicle use would be determined to be appropriate to include in junior high school social studies units dealing with the history of transportation or the mobility of American society.

- Infuse the identified unit with objectives which relate to the topic to be incorporated. Once the regular subject unit has been identified, its elements must then be broadened to accommodate the new topic.

- Underscore the skills to be used or developed in the attainment of the objectives and identify any other skills implicit in the infusion.

- Outline the new content, understandings, and concepts to be included in the unit as the supplement to that content which already pertains due to the nature of the subject matter unit.

- List the instructional procedures which will specifically attend to the new objective for the unit and include them with the procedures established for the regular subject unit, or modify the subject matter unit's original procedures to achieve the same result.

- Develop questions and related activities and identify resources to supplement unit study.

Appendix

OFFICE OF ELEMENTARY SECONDARY AND CONTINUING EDUCATION
DISTRICT SUPERINTENDENTS
RESOURCE ALLOCATION PROGRAM
OFFICE OF GENERAL EDUCATION
DIVISION OF CHILD DEVELOPMENT PARENT EDUCATION AND PUPIL SUPPORT SERVICES
CHILD DEVELOPMENT AND PARENT EDUCATION
GUIDANCE AND SCHOOL PSYCHOLOGICAL SERVICES
DIVISION OF EDUCATIONAL OPPORTUNITY PROGRAMS
UPSTATE REGIONAL OFFICES AND MIGRANT UNIT
DOWNSTATE REGIONAL OFFICES (NYC)
DIVISION OF LANGUAGE SKILLS
ENGLISH AND READING EDUCATION
BILINGUAL EDUCATION
FOREIGN LANGUAGES EDUCATION
DIVISION OF PUPIL HEALTH AND FITNESS
HEALTH AND DRUG EDUCATION
PHYSICAL EDUCATION AND SAFETY EDUCATION
DIVISION OF SCHOOL REGISTRATION AND SUPERVISION
SCHOOL REGISTRATION
SCHOOL SUPERVISION
DIVISION OF GENERAL EDUCATION
ARTS, MUSIC AND HUMANITIES EDUCATION
MATHEMATICS EDUCATION
SCIENCE EDUCATION
SOCIAL STUDIES EDUCATION
SCHOOL LIBRARY AND MEDIA PROGRAMS
OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION PLANNING AND SUPPORT SERVICES
OCCUPATIONAL EDUCATION RESEARCH AND EVALUATION
OCCUPATIONAL EDUCATION PLANNING AND INFORMATION
OCCUPATIONAL EDUCATION PROGRAM SERVICES
DIVISION OF OCCUPATIONAL EDUCATION INSTRUCTION
OCCUPATIONAL EDUCATION PROGRAM DEVELOPMENT
AGRICULTURAL EDUCATION
TRADE, TECHNICAL AND HEALTH OCCUPATIONS
BUSINESS MARKETING AND DISTRIBUTIVE EDUCATION
HOME ECONOMICS AND INDUSTRIAL ARTS
DIVISION OF OCCUPATIONAL EDUCATION SUPERVISION
PROPRIETARY SCHOOLS
VETERANS EDUCATION
DIVISION OF CONTINUING EDUCATION
COMMUNITY AND CONTINUING EDUCATION
ADULT OCCUPATIONAL EDUCATION SERVICES
OFFICE OF EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS
DIVISION OF PROGRAM DEVELOPMENT
DIVISION OF PROGRAM MONITORING
DIVISION OF INTERAGENCY COOPERATION AND SUPPORT SERVICES
SPECIAL PROGRAM REVIEW
DIVISION OF STATE OPERATED SCHOOLS
N.Y. STATE SCHOOL FOR THE BLIND AT BATAVIA
N.Y. STATE SCHOOL FOR THE DEAF AT ROME
OFFICE OF EDUCATIONAL FINANCE AND MANAGEMENT SERVICES
SCHOOL DISTRICT ORGANIZATION
DIVISION OF EDUCATIONAL FINANCE RESEARCH SERVICES
EDUCATIONAL FINANCE RESEARCH
DIVISION OF EDUCATIONAL FINANCE
STATE AIDED PROGRAMS
FEDERALLY AIDED PROGRAMS
SCHOOL FOOD MANAGEMENT AND NUTRITION
DIVISION OF EDUCATIONAL FACILITIES AND MANAGEMENT SERVICES
FACILITIES PLANNING
MANAGEMENT SERVICES
SERVICES FOR NATIVE AMERICANS
OFFICE OF NON-PUBLIC SCHOOLS, CIVIL RIGHTS AND INTERCULTURAL RELATIONS
DIVISION OF CIVIL RIGHTS AND INTERCULTURAL RELATIONS
OCCUPATIONAL EDUCATION

83

CURRICULUM PUBLICATIONS

The curriculum publications available from the Department are listed below in the same order in which the pertinent sections or subject areas appear in the Contents and in the text of this handbook.

Copies of most* of these materials may be obtained by making your request, on school stationery with the signature of the school or district administrator, to:

Bureau of Curriculum Development
Room 314-F
State Education Department
Albany, NY 12234

Please enclose a self-addressed label. Frequently, copies of some Department syllabuses are temporarily unavailable or out of print. If you are informed that this is the case with a publication you have requested, you may still obtain either a microfiche or a paper copy of the material from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

A copy of the ERIC order form is provided at the end of this Appendix on pages 98-99. Use this form and the ED number provided (as available) for each publication in the list on the following pages.

CURRICULUM DEVELOPMENT AND SCHOOL ADMINISTRATION

Curriculum Development: A Handbook for School Districts
The Elementary School Curriculum: An Overview 160 574
Minimum Requirements for Schools in New York State 166 859
The Secondary School Curriculum: A Handbook for Administrators

ENGLISH AND READING

Composition K-8 158 331
Comprehension Through Active Processing: A Set of Interactive Instructional Models 163 420
Drama in the Elementary School 097 724
English Electives in the Senior High School 166 707
English Language Arts, Composition K-12
English Language Arts, Language Section K-12 074 815
English Language Arts, Listening and Speaking Section K-12 057 660
English Language Arts, Literature Section K-12 078 427
English Language Arts, Reading K-12

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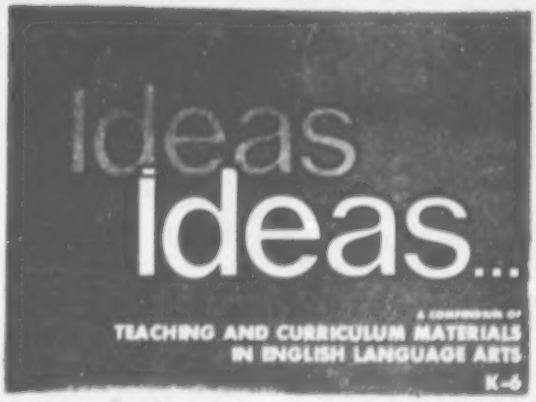
*Materials listed in the subject areas footnoted, as in Health and Drug Education,[1] are available from those bureaus or units as indicated.

ENGLISH AND READING (Cont.)

Helping Student Writers 194 904
Ideas, Ideas, Ideas...A Compendium of Teaching and Curriculum Materials in English Language Arts K-6 197 383
Language Arts, The Child and the Curriculum 098 599
Listening and Speaking K-3 132 594
Reading in Secondary Schools



SOCIAL STUDIES

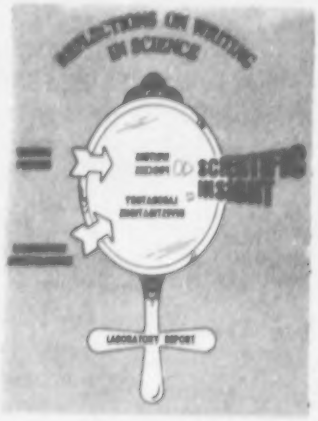
American Civilization in Historic Perspective, Part I 065 385 *Part II* 071 961
Anthropology 180 854
Balancing the Picture: Integrating Women Into American History 153 940
Canadian Studies: A Syllabus 202 785
Families, Ways, Places
Incorporating Skills into Social Studies Programs, K-12
A Look at Our Town, Village, City, County, Government [Out of Print]
Manual of Exercises for Developing Social Studies Skills (Reading Pictures) 102 033
Planning for Social Studies in Elementary Education 155 093
Respect for Rules and Law: A K-2 Teaching System
Social Studies Grade 7-8, (Our Cultural Heritage, Grade 7) (United States History, Grade 8) 076 482
Social Studies Grade 9, Asian and African Culture Studies 067 348
Social Studies Grade 10, European Culture Studies 103 322
Social Studies Grade 11, American History 048 082
Social Studies Grade 12, Advanced Economics and Advanced Government 164 434
Social Studies Program (K, 1, 2, 3, 4, 5, 6) 216 969 - 216 975
Supervision Manual: Social Studies Program 214 831
Teaching About Africa — South of the Sahara 042 667
Teaching About Basic Legal Concepts in the Junior High School 080 432
Teaching About Basic Legal Concepts in the Senior High School 095 045 - 095 050
Teaching About India 065 441
Teaching About Latin America 071 962
Teaching About the People's Republic of China, Part I 116 984, *Part II*
Teaching a Pre-Columbian Culture: The Iroquois 111 723
Teaching the Age of Homespun
Teaching the Age of the City: The Gilded Age and After 068 422
Toward Civic Responsibility 161 808
United States History: The Black Perspective 062 216

SCIENCE

Air Pollution
Biology Handbook [Out of Print]
Biology Syllabus

SCIENCE (Cont.)

Chemistry Handbook [Out of Print]
Chemistry Syllabus 179 419
Earth Science Supplement 141 137, 064 103
Earth Science Syllabus 046 749
General Biology Syllabus
General Chemistry 052 009
General Physics
Physics Handbook [Out of Print] 097 195
Physics Syllabus 055 885
Reflections on Writing in Science
Science for Children K-3 052 067
Science for Children 4-6 167 424
Science Syllabus for Middle and Junior High Schools
Block A: Organisms 149 955
Block B: Human Systems 149 956
Block C: Microorganisms
Block D: The Earth's Changing Surface
Block E: Weather and Climate
Block H: The Chemistry of Matter 149 961
Water Pollution
What Science Is



MATHEMATICS

Anatomy of an Elementary Project - Problem Solving
Arithmetic Around the Home
Arithmetic Around the Home [Spanish Edition]

Creative Problem Solving 171 527
Developing Mathematical Awareness in Pre-Kindergarten Children
An Experimental Course in Mathematics for the Ninth Year
General High School Mathematics 167 767
Graphs and Statistics 156 534
Ideas for Strengthening Mathematics Skills 161 730
Improving Reading Study Skills in Mathematics K-6 067 257
Let's Use the Metric System 086 551
Mathematics/Architecture Related Activities
Mathematics K-6: A Recommended Program 067 238
Mathematics 7-8 Handbook 141 115
Mathematics 7-8
The Metric System: Ideas for Introducing the Metric System
Operating a Math Lab 093 719
Operations With Fractions
Probability in the Elementary Schools: A Guide for Teachers 156 455
Problem Solving 171 528
Suggestions for Teaching Mathematics Using Laboratory Approaches:
1. Number and Numeration 113 191

MATHEMATICS (Cont.)

2. *Operations* 113 191
3. *Geometry* 113 192
4. *Measurement* 113 193
5. *Number and Numeration, Operations, Geometry, Measurement*
6. *Probability*
7. *Metrics*

Three-Year Sequence for High School

Mathematics - Course I 134 474
Mathematics - Course II 191 737
Mathematics - Course III 167 382

FOREIGN LANGUAGES

German for Elementary Schools 044 966
Latin for Secondary Schools 050 638
Modern Languages for Everyone 162 536
Spanish for Elementary Schools 042 378
Teaching Spanish on Level One 011 447

HEALTH AND DRUG EDUCATION[1]

- Laws and Regulations

  Education Law, Section 804: Health education regarding alcohol, drugs, and tobacco abuse
  Education Law, Section 805: Enforcement
  Regulations of the Commissioner of Education:
  - Section 16.2: Exemption from health teaching
  - Section 52.21 (c): Teacher education programs
  - Section 80.17: Certification requirements for health education (secondary)
  - Section 100.0: The Curriculum
  - Section 100.2: Organization and administration
  - Section 103.2: High school diploma
  - Section 135.1: Health education (definition)
  - Section 135.3: Health education

- Policy Guidelines

  Excuse from "Sex Education" Instruction (1977)
  Family Life and Sex Education (1975)
  Guidelines for the Development of School Policies Regarding Smoking (1980) 189 480

- Program Guidelines

  Family Life/Human Sexuality Education, A Program Planning Guide for School District Administrators (1981)

- Curriculum Materials

  Alcohol Education, A Teacher's Curriculum Guide for Grades K-6 143 959
  Alcohol Education, A Teacher's Curriculum Guide for Grades 7-12 141 648

[1]Bureau of Health and Drug Education, Room 966 EBA, The State Education Department, Albany, NY 12234

- Curriculum Materials (Cont.)

Alcohol Education Curriculum for Grades K-6 (1976) 163 367
Alcohol Education Curriculum for Grades 7-12 (1976) 140 180
Alcohol Education for Adults, A Guide for Instructors 145 360
Drug Education Curriculum – (One each for grades K, 1, 2, 3, 4, 5, 6, Junior High, and Senior High) (1981) [Grades K-6 out of print]
Nutrition Education Curriculum for Grades K-3, 4-6, 7-9, 10-12 (1979-1981)
Tobacco Education Curriculum – (One each for Grades K, 1, 2, 3, 4, 5, 6, Junior High, and Senior High) (1979)

- Resource Guides and Materials Lists

Alcohol Abuse Prevention Bibliography for Parent Education (1982)
Annotated Resource Guide for Alcohol, Tobacco and Other Drug Abuse/ Misuse Prevention Education Programs, Elementary Level (1978) 165 032
Annotated Resource Guide for Alcohol, Tobacco and Other Drug Abuse/ Misuse Prevention Education Programs, Secondary Level (1979)
Drug Abuse Prevention Bibliography for Parent Education (1982)
New York State Nutrition Education and Training (NET) Program, catalog of materials (1981)
Resource List – Family Life Education Program (1981)

- Information Sheets

The Alternatives Concept (1981)
Communicating with Doctors and Pharmacists (1981)
Possible Signs of Adolescent Misuse or Abuse (1981)
Questions and Answers About Education Law, Section 804 (1981)
The School Community Drug Abuse Prevention Program (1981)

- Other

Family Life/Human Sexuality Education Program Status Report 1982
Health Services Information Bulletins, Fact Sheets and Program Planning Guides
Pregnant Teens, Student Parents article from the New York State School Board Journal, April 1980
Supplementary Materials as listed in the Family Life/Human Sexuality Education, A Program Planning Guide for School District Administrators

PHYSICAL EDUCATION AND SAFETY EDUCATION

Cardioenergetics 166 383
Guide for Planning K-6 Physical Education Programs 110 450
Outdoor Education: A Guide for Planning Resident Programs 151 123
Physical Education for the Exceptional Child 071 213
Teaching Archery

Bicycle Safety
Pedestrian Safety: A Step in the Right Direction 166 103

PHYSICAL EDUCATION AND SAFETY EDUCATION (Cont.)

School Bus Rider Safety Education
Traffic Safety Education Classroom Curriculum Guide

MUSIC

Comprehensive Foundations of Music 050 243
Music and the Electronic Medium
Music in Modern American Society
Music in the High School 069 595
Music K-6 096 195
A Teacher's Guide to Folksinging 073 036
Teaching General Music 018 277
Teaching Guitar 074 008
Teaching Strings 056 052
Teaching Woodwinds 139 704
Words, Sounds, and Pictures About Music K-6 045 686

PERFORMING ARTS[2]

Encounter With the Performing Arts and Reencounter With the Performing Arts
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Performing Arts Education

VISUAL ARTS

Art for the Early Adolescent
Films and Filmstrips for Art Education
Mathematics/Architecture Related Activities
Mechanical Drawing and Design
Studio in Advertising Design 126 250
Studio in Art 096 192
Studio in Drawing and Painting 100 747
Studio in Sculpture 110 409

[2]
Reading Improvement Through Art (RITA)
The Visual Arts Handbook: A Directory of Resources Materials [Out of Print]
The Arts As Perception: A Way of Learning
Directory of Schools, Colleges, and Universities in New York State

HUMANITIES[2]

Critical Thinking and Reasoning: A Handbook for Teachers 132 603
Designing Interdisciplinary Studies Programs 133 511
Humane Life-Coping Skills 164 381
The Humanities Series
The Humanities Strand of Project Search 141 225

HOME ECONOMICS[3]

Home Economics Education Curriculum Planning Guidelines Level I and II (1974) 162 076
Home Economics Education Curriculum Planning Guidelines Levels III-IV-V (1976) 140 069

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[2]Bureau of Arts, Music, and Humanities Education, Room 679 EBA, The State Education Department, Albany, NY 12234

HOME ECONOMICS (Cont.)

Home Economics Education Human Development Modules Samples for Levels III-IV-V (1977) 162 050

Home Economics Education Clothing and Textiles Modules Samples for Levels III-IV-V (1980) 189 376

Home Economics Education Food and Nutrition Modules Samples for Levels III-IV-V (1979) 183 762

Home Economics Education Housing, Furnishings, and Equipment Modules Samples for Levels III-IV-V (1979) 185 415

Home Economics Sample Test Items Levels I and II (1976)

Home Economics Sample Test Items Levels III, IV, V (1981) 261 023

INDUSTRIAL ARTS[3]

Industrial Arts Education, Purposes and Principles 110 623

A Program Design for Industrial Arts Education in New York State 109 446

Early Secondary Industrial Arts, An Instructional Guide

Industrial Arts Education, Organization and Administration

Secondary Industrial Arts, An Instructional Planning Guide

Industrial Arts Test Development 109 457

Industrial Arts Test Development, Book II 114 424

Industrial Arts Test Development, Book III 186 442

Secondary Industrial Arts Tools and Equipment

Early Secondary Industrial Arts Tools and Equipment

Industrial Arts Facility Planning — A Guide

Industrial Arts Safety — A Management Plan

Industrial Arts Metrics

Publishing Activity Center — Higher Reading Achievement Scores

The Effects of Industrial Arts Publishing Activity Center on Reading Achievement Scores 167 952

Industrial Arts — A Guide to Course Selection and Program Planning

Industrial Arts Education — Guide for Curriculum and Program Planning, Secondary Level 166 860

Eye Safety Devices

An Experimental Resource Unit in Plastics for Industrial Arts

BILINGUAL EDUCATION[4]

General Information

A Better Chance to Learn: Bilingual Bicultural Education

Puerto Ricans in the United States: A Review of the Literature

Position Paper No. 16 — Bilingual Education: English and Spanish

"Multilingual-Multicultural" Newsletters

Directory of Bilingual Programs in New York State 1979-1980

Directory of Bilingual Programs in New York State 1980-1981

Guidelines for the Development of Programs for Students with Limited English Proficiency

Under Part 154 of the Regulations of the Commissioner of Education

An Annotated Bibliography of Audiovisual Materials for Bilingual Programs

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[3]Division of Occupational Education Instruction, Room 1624 TT, The State Education Department, Albany, NY 12234

[4]Bureau of Bilingual Education, Room 301 EB, The State Education Department, Albany, NY 12234

BILINGUAL EDUCATION (Cont.)

General Information (Cont.)

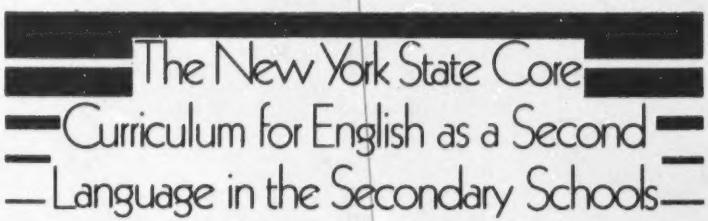
An Annotated Bibliography of Reference Books for Bilingual Teachers
An Annotated Bibliography of Curriculum Materials for Spanish Bilingual Programs

Cultural Information

Puerto Rican Resource Units 126 505
Wisdom of the Seneca
Information Packets: Cambodian, Laotian, and Vietnamese
An Annotated Bibliography of Materials on the Puerto Rican and Mexican Cultures

English as a Second Language (ESL)

English for Living (20 Modules for ESL) 195 135 - 195 155
The New York State Core Curriculum for English as a Second Language in the Secondary Schools
PreKindergarten and Kindergarten ESL Guidebooks for Teachers
An Annotated Bibliography of English as a Second Language Instructional Materials 198 735



Special Education

New York State Directory of Bilingual Psychological Services Personnel
Your Child's Right to an Education: Spanish, Chinese, and French

Evaluation

Evaluative Aspects of Bilingual Programs 185 870

Language Arts

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Mathematics

Ideas for Strengthening Mathematics Skills: French, Greek, Haitian-Creole, Italian, and Spanish 209 096 - 209 101
Russian-English Glossary of Terms for Mathematics and Science

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General Education Work Experience Programs: Guidelines

COMPUTERS[5]

Computer Literacy: An Introduction

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[5]Center for Learning Technologies, Room 325 EB, The State Education Department, Albany, NY 12234

NATIVE AMERICAN EDUCATION[6]

Indian Education in New York State 036 351
Native American Education 110 263
Select Bibliography
Student Aid for Native Americans at Post-Secondary Institutions in the State of New York

PUPIL SUPPORT SERVICES

School Psychological Services

The Delivery of Psychological Services in the School Setting
The Individual Psychological Examination
Early Educational Screening
Parent Notification, Parent Consent, and School Psychological Services
New York State Directory of Bilingual School Psychologists and Other Pupil Services Personnel
The Contributions of the School Psychologist to Learning the Basic Classroom Skills **(Workshop Proceedings)**
Proceedings of a Multi-Cultural Colloquium on Non-Biased Pupil Assessment
How Many School Psychologists Does a School District Need?

School Social Services

Counseling as a Related Service
School District Residency and Educational Entitlement
Guidelines for Reporting Child Abuse
Information Bulletin #16 **(Guidelines in Reference to the Requirement of Attaining a Social History on all Handicapping Students)**
Job Description for School Social Workers
Child Abuse and Neglect **(Resource Package for School Policy)**
Child Abuse and Neglect Bibliography

School Attendance Services

Legal Information Concerning School Attendance
Suspension Guidelines
Employment Certificating Officers Manual
Attendance Program Checklist
Schools and Attendance **(A Handbook for Administrators and Attendance Supervisors)**

Career Guidance and Career Education

Career Guidance — Foundation for the Future
Guidance Program for Pupils in Occupational Education
Needs Assessment — A Step in Program Planning
Written Comprehension — Career Plan Workshop Proceedings
Career Education Goals
Problem Solving Project — Student Leader Training
District Guidance Plans — Implementing Commissioner's Regulation 100.1(g)
Project Reentry
Guidance Programs for Pupils With Handicapping Conditions

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[6]**Services for Native Americans, Room 9C73 CEC, The State Education Department, Albany, NY 12234**

STEP Publications

Developing Work-Study Programs for Potential Dropouts, A Manual
STEP: The School to Employment Program
How High Schools Can Reduce Their Dropout Rate: An Action Guide

Student Affairs Task Force

Conducting Leadership Training Workshops
Guidelines for Student's Rights and Responsibilities
Leadership Training Manual
Positive Approaches Toward Student Discipline
Recycling Resources — A Model for Shared Learning
A Survey of Selected Issues in Health Services
What Do We Do With Our Senior Year?

THE SCHOOL LIBRARY MEDIA CENTER[7]

Facilities for School Library Media Programs (1971) 082 764
Selection Guidelines: School Library Resources, Textbooks, Instructional Material (1976) 142 164

STRENGTHENING THE CURRICULUM...INFUSION

Consumer Education

Cars, Cycles, and Consumers
Consumer Concerns
Consumer Education: Materials for an Elective Course
Less Is More [Filmstrip and Manual] 108 883

Environment

A Better Way to Live [Filmstrip and Manual] 108 884
Designing an Environmental Curriculum...A Process 115 498
Environmental Education Curriculum Infusion Units for Grades 7-12 137 056
Environmental Education Curriculum Infusion Units: Social Studies, Grade 9
Environmental Education Instructional Activities, K-6 045 436
Environmental Quality: A Community Concern 148 561
An Environmental Syllabus for Grades 10, 11, and 12 139 671
Handbook of Environmental Education Strategies 066 298
Living Within Our Means: Energy and Scarcity, 7-12 101 959
People and Cities 092 675
A Place to Be [Filmstrip and Manual] 098 047
We Are Different [Filmstrip and Manual]

Solar Energy[8]

Home Economics

The Appliance Explosion
Living With Alternative Energy
Window Coverings for Solar Energy
Sunny the Solar Snake

[7]School Library and Media Programs, Room 676 EBA, The State Education Department, Albany, NY 12234

[8]Solar Energy Project, SUNY at Albany, 1400 Washington Avenue, P.O. Box 22110, Albany, NY

Industrial Arts

A Thermosiphoning Collector
Passive Solar Demonstrators
Passive Solar Heating
A Photovoltaic Demonstrator

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Taking a Solar Survey
Analyzing Energy Cartoons
A Sun Rights Dilemma

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Wood: Stored Solar Energy
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Comparing Absorber Plate Coatings
Researching Renewable Energy Topics

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Educating Migrant Children 024 482
Equipment for Children in the Kindergarten
Guidelines to Open Education
Humane Treatment of Animals: A Guide for Elementary Teachers 129 612
Open Education — Title I — Theresa, Theatre, and Terrariums
An Overview of Suggested Procedures for Improving Methods of Textbook Selection
Pupil Progress Recordkeeping
Reviewing Curriculum for Sexism 106 880
Sign Language: A Communication System

GIFTED/TALENTED

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